



This document contains Operational Guidelines and the instructions issued in regard to the work done in Haryana State for implementing the Pilot Project under NVEQF in 40 Schools.

**It is hoped that the document would serve as a Guide and ready reckoner for any other State to facilitate introduction of Applied Skills under Centrally Sponsored Scheme of Vocationalization of Higher Secondary Education in Alignment with NVEQF.**



## Message

Haryana has emerged as a frontline State in the implementation of the National Vocational Education Qualification Framework (NVEQF) Pilot Project in India. The State has been keenly focusing on the growth and the development of new and emerging technology in the area of Education.

I am happy to note that the Department of the Secondary Education, Government of Haryana has taken the initiative to introduce demand based Vocational courses in secondary schools of Haryana under the National Vocational Education Qualification framework (NVEQF) of MHRD, Government of India.

NVEQF would facilitate new career choices for the students to improve their life, chances in the times when the economy of the country is undergoing changes. The program is designed as desired by the industries which will provide job opportunities to students completing class XII and supplement government's efforts in creating employment in the State.

It gives me immense pleasure that the State of Haryana is the only State which has successfully implemented the NVEQF Project and the learning emerging out the Pilot has been documented by way of operational guidelines which will be a guide for any state implementing NVEQF Project.

This initiative of the State of Haryana sets the gateway for implementation of centrally sponsored programme of 'Vocationalization of Higher Secondary Education' in alignment with NVEQF for the country.

**Bhupinder Singh Hooda**  
**Chief Minister**



## **Preface**

I'm very happy to learn that the Department of Secondary Education in association with Wadhvani Foundation is bringing out an operation guidelines for the implementation of the Centrally Sponsored Scheme of "Vocationalization of Higher Education" in alignment with National Vocational Education Qualification Framework (NVEQF) which captures the learning and experience of the Haryana State Pilot Project under NVEQF.

I hope this would be great asset not only to the department but to the other State Departments, stakeholders involved in the project and general public interested in Education.

**Geeta Bhukkal**  
**Education Minister**



## **Foreword**

An operational guideline provides the State implementing NVEQF Project, stakeholders and the public with general information on how to implement the project in the field.

This document details out the responsibility of all functionaries and departments as well as provides a step-by-step map on how to implement the project. The guideline is an active work in progress and is subject to revisions. Its quality and potential effectiveness is dependent on inputs from the field.

The true value of this document is the fact that it is dynamic, distributed throughout all levels of the organization, and reflects the will of those it will affect.

**Surina Rajan, IAS**  
**Principal Secretary to Govt. Haryana**  
**School Education Department**



## **Message**

I'm happy to share with all the work done by our Department in implementation of the Pilot Project under NVEQF. It was not an easy task but the support extended to us by our State, from my Secretary, my officers, Staff and other stakeholders who were involved in the implementation of the project made all this possible.

This operational guidelines consist of the work done by the Department of Secondary Education in the implementation of the projects and also all the related Instructions issued by the department during the implementation.

I want to thank each one who has been a guiding spirit time to time for us in the implementation especially our State Partner Wadhvani Foundation and everyone at the NVEQF Cell under the leadership of Sh. K. K. Agnihotri, Additional Director for their hard work, patience and continued faith in the project.

**Chander Shekhar, IAS**  
**Director Secondary Education**  
**Government of Haryana**

## Acknowledgement

The successful implementation of the National Vocational Education Qualifications Framework (NVEQF) in Haryana could never have been possible without the contribution, determination and understanding of all those involved. The implementation required the cooperation and unity of the various stake holders in order to meet our targets and to make sure the program achieved what it set out to do i.e. benefiting the students at the grassroots through implementation of vocational education, in order to create a skilled workforce in Haryana. As implementing agency, the Department of Secondary Education is grateful to all the stake holders in the project.

We want to first and foremost thank the Ministry of Human Resource and Development (MHRD), Government of India (GOI) for highlighting and bringing to the fore the needs of the students at the grassroots and highlighting the importance of vocational education through this scheme. It is imperative to thank the state government of Haryana, the Hon'ble Chief Minister Sh. Bhupinder Singh Hooda, Hon'ble Education Minister Smt. Geeta Bhukkal who have always an inspiring source for the department. Sincere appreciation to our Principal Secretary (School Education) Smt. Surina Rajan, IAS under her leadership and guidance the implementation has been possible. It is only through her vision, benevolence, guidance at every stop and trust reposed that we have been able to contribute our bit for the successful implementation of the project.

We want to thank the Board of School Education Haryana (HSEB), for fulfilling their role as the implementing agency and taking complete responsibility of evaluation and assessment, both theoretical and practical, as well as certification and providing the scheme of studies.

We want to especially thank Professor Shivgunde, Professor Mehrotra and PSS Central Institute of Vocational Education (PSSCIVE) Bhopal for their training and guidance. We want to thank National Skill Development Corporations (NSDC) and Sector Skills Councils (SSC) for their active role in training, providing teacher job roles, assessment

and certification of trainers and students. We want to especially thank them for their role during the pilot phase in Retail, Security, Automobile and IT/ITeS.

The practical implementation would never have been achieved without the help of the District Education Officers and School Principals who gave their unrelenting support and time for the program. Without the efforts of the Vocational Coordinators (School) and Vocational Teachers, who undertook the actualization of the NVEQF program and gave their all to the project, the project would not have been a success. We also want to thank the local Industry, guest lecturers who took out time from their busy schedules to meet and share their knowledge with our students as well as the teachers in the school for their support.

This project was started with the aim of benefiting the students; we want to thank each and every student who put in all their efforts and trust in the project and for studying their hardest to actualize their true capacity and potential. We want to thank their parents and community for their continued support and trust.

Our special heartfelt appreciation to Wadhvani Foundation and their team especially Ms. Rekha Menon, Mrs. Renu Suri and Mr. Ajay Goel for all the support which they have rendered throughout the implementation of the project. We are really grateful to them for supporting the State in Program Managing the Project along with the State.

In the end I want to thank my team Mr. Ajay Mohan Goel, Ms. Shikha Sehgal, Mr. Maninder Gill, Mr. R P Verma, Mr. Rajesh Tanwar, Ms. Anita & Ms. Ritu in the NVEQF Cell for their hard work, patience and continued faith in the project.

**K. K. Agnihotri**  
**Additional Director (NVEQF &TE)**  
**Directorate of Secondary Education**  
**Government of Haryana**

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# Chapter 1: Introduction

## 1.1 Executive Summary

**: Ministry of Human Resource Department (MHRD) has sanctioned the first pilot project under the National Vocational Education Qualification Framework (NVEQF) to the state of Haryana and the time frame for implementation envisaged that Haryana shall roll out the NVEQF in four sectors namely IT/ITeS, Retail, Security & Automobile in collaboration with MHRD and NSDC and the same was rolled out in the academic year 2012-13 in 40 Government schools of 8 districts (Ambala, Yamuna Nagar, Gurgaon, Rohtak, Mewat, Jhajjar, Faridabad and Palwal) in partnership with Wadhvani Foundation.**

This Operational guideline is based on the implementation experience of the Haryana Pilot Project under National Vocational Education Qualification Framework (NVEQF). This can provide the other states implementing the NVEQF Project, stakeholders and the public with general information on how to implement the project in the field. This Project is a step forward to provide:

- (a) National principles for providing vocational education (VE) leading to international equivalency;
- (b) Multiple entry and exit between VE, general education and job markets;
- (c) Progression with VETransfer between VE and general education;
- (d) Partnership with key supporting organisations like NSDC, SSCs, NCERT / PSSCIVE, CBSE, and Haryana School Education Board; and
- (e) Partnership with industry, employers and Program Management organisation.

The operational guidelines address a multitude of potential issues, concerns, solutions and recommendations emerging out of the first year of implementation of the NVEQF Project in the field. This document details out the responsibility of all stakeholders and departments and provides guidelines in a step-by-step manner for implementing a pilot project. These would need to be adapted to the state's structure of School Education Department, school education's design and the project team's design.

The aim was to put all the learning's from various districts/schools implementing the project so as to speed up the process of finding solutions to common problem, sharing information, and taking action to scale.

The guidelines form an active work in progress and is subject to revisions. Its quality and potential effectiveness is dependent on inputs from the field. The true value of this document is the fact that it is dynamic, distributed throughout all levels of the organization, and reflects the will of those it will affect.

## 1.2 Background

India has been marching towards a dynamic knowledge economy and occupying a prominent place in the global arena. However, the shortcomings of our school and

college education system in preparing our children for productive employment have been recognized by Industry, Government and Academicians for a long time.

Over 100 countries have created a National Qualifications Framework to integrate industry driven skill development into general education and also certify nationally accepted, graduated competence levels for employable job skills. This also creates equivalence with general education levels so that the students have flexibility of all options.

Keeping this in mind, in 2007, the MHRD initiated the process of revamping the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, which was introduced in 1988 at +2 level in almost all the States and Union Territories. In the scheme it was proposed that there is a need to develop a National Vocational Education Qualifications Framework (NVEQF) for establishing a system of clear educational pathways from school through higher education. It was also suggested that the revamped scheme should be flexible in nature with multiple entry and exits, etc. so as to provide greater options to the students for choosing modules, keeping in view their aptitude and economic requirements. [*Resource: NVEQF Executive Order dated 3<sup>rd</sup> Sept 2012 from MHRD*](1)

The proposed plan under the NVEQF project attempts to connect learning and livelihoods in a model that addresses critical issues affecting the quality of life and future of high school students in classes 9 to 12 in the ages 14-18 years in an enabling environment that addresses their needs continuum – academic educational, technical, social, recreational and workplace readiness.

As part of adoption of this framework, Haryana had been selected in 2011 as one of the three pioneering states to implement the initial pilot. The pilot was under the “Centrally Sponsored Scheme of Vocationalisation of Higher Education” of the MHRD which based on the learning/outcome would of the Pilot has since been aligned with NVEQF.

The State launched this pilot in during 2012-13, that will benefit students at the grassroots level and improve their future. Creating such a skilled workforce could also make Haryana an attractive destination for industry and global companies.

### **1.3 Brief about Different Stakeholders of the Project**

The implementation involved multiple organisations from Government sector, PPP organisations, industry and private sector organisations. This section gives a brief overview of the role played by each stakeholder. A presentation on the role of different stakeholders is provided with this manual.

#### **1.3.1 Ministry of Human Resource and Development (MHRD), Government of India (GoI)**

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong

nation needs the nurture and care in the form of basic education to achieve a better quality of life. Department of School Education & Literacy (SE & L) is responsible for development of school education and literacy in the country. The Deptt of SE & L has its eyes set on the “universalisation of education” and making better citizens out of our young brigade. For this, various new schemes and initiatives are taken up regularly and recently, those schemes and initiatives have also started paying dividends in the form of growing enrolment in schools. The NVEQF in Secondary schools is being implemented by the Deptt of SE & L.

### **1.3.2 PSS Central Institute of Vocational Education (PSSCIVE):**

NCERT has its constituent unit at PSS Central Institute of Vocational Education (PSSCIVE), Bhopal for handling Vocational Education and Training. It is the primary government institute which focuses on supporting vocational needs of mainstream school level education in India. The mission of PSSCIVE is to meet all the academic needs for the success of Vocationalisation of education programmes in the country, either directly or by working together with other institutions throughout the country. It aims to provide direction to the delivery system of instruction and support services. It strives to meet the needs of human resource development for various sectors of the economy through the system of general education upto the senior secondary stage. The programme covers both formal and non-formal systems of education.

### **1.3.3 State Government of Haryana:**

State Government is the implementing agency responsible for all the deliverables. The Department of Secondary Education (DSE) is the implementing agency of the project under the leadership of the Principal Secretary, Govt of Haryana.

### **1.3.4 Board of School Education Haryana (HSEB):**

The State Board of School Education is the **Examination evaluating** agency. The scheme of studies – placement of the subject in the existing academic subjects is being done by the board. Assessment and Evaluation both Theory and Practical is also being done by the board along with the SSC. Certification is also the part of Board.

### **1.3.5 National Skill Development Corporations (NSDC):**

The National Skill Development Corporation India (NSDC) is a one of its kind, Public Private Partnership in India. Its mandate is to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships.

### **1.3.6 Sector Skills Council (SSC):**

Sector Skill Councils have been set by National Skill Development Corporation (NSDC) with active partnership of industry. Its aim is to conduct research related to skill development, develop National Occupations Standards, develop training course curriculum & training modules, train the trainers, assessment and certification of trainers and students, in consultation with experts from the respective Industry and Academics. SSCs also focus on building mechanism for

quality assurance. During the pilot phase in 2012-13, the SSCs in Retail, Security, Automobile and IT/ITes have been involved.

### Inauguration of Pilot Project under NVEQF



## Chapter 2: Planning

The term planning implies the working out of sub-components in some degree of detail. Any Project that needs to be executed has to be planned. Any tasks without proper planning and due diligence is almost always a failure. Project Planning for this project involved 4 important phases.

### 2.1 Project Scope

The questions to be answered during this phase are:

- a) How many districts to be selected?
- b) How many schools need to be covered?
- c) How many and which sectors / trades?
- d) How many students per class per sector / trade?
- e) What is the amount of funding available for the project?

And the most important is how to involve community, students, faculty to select schools and the trades This planning will help to decide the scope of the project and there should be rationale in deciding each of the components. In the Pilot project the State decided to choose only 8 districts. The selection of the districts was based on the industry index. The districts which had maximum industry index rating were selected and different industries in those districts were also indentified. Based on this exercise the following Districts were selected for the pilot project: Ambala, Yamuna Nagar, Rohtak, Gurgaon, Mewat, Jhajjar, Faridabad and Palwal.

### 2.2 Project Resources

The Key resources to be planned for are:

- a) **Funding:** Under the Scheme, there is availability of central funding (75%, 90%, 100% for specified activities) for recurring, non-recurring expenditure under various components is released to the State Government and the matching share (10%, 75% as provided under the project) is to be met by the State Government. The funding pattern may be subject to revision on approval from the Executive Council and in consultation with the Department of Expenditure, Ministry of Finance, and Government of India.
- b) **Implementing agency / department:** It is important to have a single implementing agency in charge of overall implementation and monitoring of the project. In the case of Haryana, Directorate of School Education was the implementation agency.
- c) **Nodal Officer:** An empowered senior level officer within the implementing agency / department needs to identified and deputed to be a dedicated official for implementation. In case of Haryana, an official at Additional Director level was designated as the Nodal officer.

- d) Program Management: To implement this project, Haryana partnered with Wadhvani Foundation, a philanthropic organization seeking to scale skill development in India. Wadhvani Foundation drove Project Management and various coordination and training activities for this program under an MOU with the Government of Haryana.
- e) Human Resources: Vocational teachers, vocational coordinators and industry coordinators are the key human resources which need to be planned in detail. The details are provided in a separate chapter. Apart from this master trainers for training vocational teachers need to be identified.
- f) Physical Infrastructure: Physical infrastructure would be needed, a) for conducting the training and orientation programs; and b) for office space within the implementing department / agency. Haryana State had used the infrastructure available at the SCERT, Gurgaon, which is well equipped with seating capacity, comfortable U-shaped seminar halls, data projector, IT labs and residential hostel. The requirement for infrastructure in school is discussed in appropriate chapters of this manual.

## 2.3 Project Schedule

A high level plan was developed by the program team with the Project Steering Committee. A detailed project plan has been put in place for each activity with whom, how, when, etc. Program Management Team Update the plan based upon progress; note what items on time, what delays and take corrective action. Program team ensures the timely delivery as per plan. The Program Management Team meets monthly or so often to review the project and Change Plan if needed; however keeping the basic parameters and the spirit intact. The Governing Council meets quarterly with the Project Steering committee.

Since the project is to be implemented in a fixed time frame, matter requiring approval on urgent basis are referred to the Principal Secretary School Education, Government of Haryana, MHRD, Government of India. Consultative meetings with SSC, NSDC, W.F., and Board of School Educations are also held regularly as per need.

## 2.4 Quality & Risk Management

### 2.4.1 Quality Management:

Quality is to be integrated in every aspect of the program and at all stages. These have to be planned at each step to ensure success of the project. There are four major important aspects:

- a) Input: Program team, School Selection, Teacher Selection, Partner Selection, Student Selection.
- b) Creation: Course Curriculum, Content, Teacher Training material, Job Descriptions, project plan etc.

- c) Delivery: Teacher Training, Student/Community Mobilization, actual implementation.
- d) Output: Assessment, Certification, Placement, Post Placement support.

### 2.4.2 Risk Management:

Project Risks needs to be effectively mitigated:

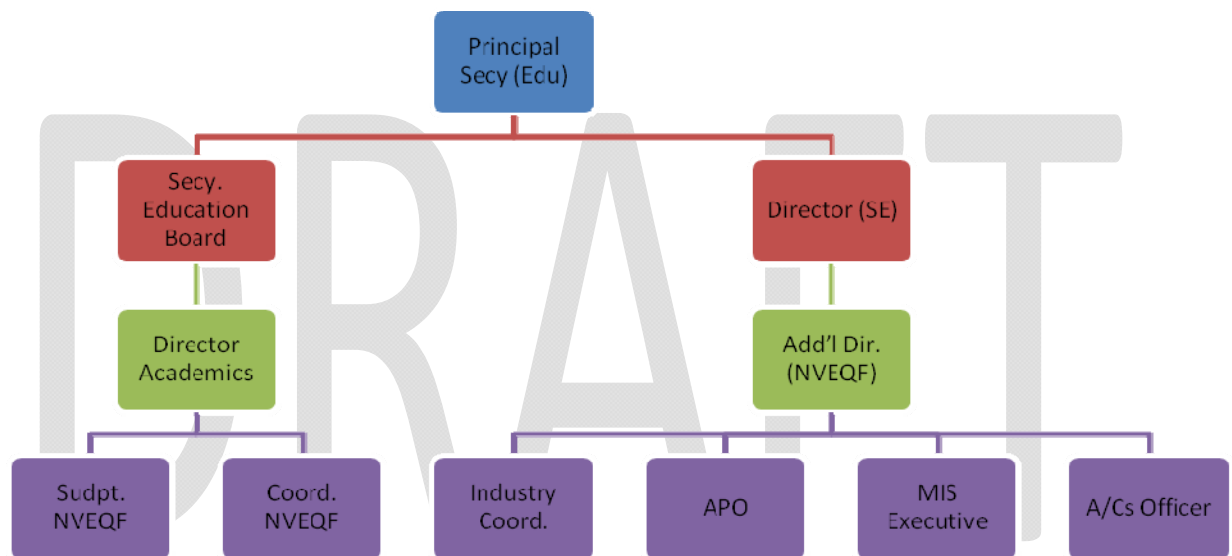
- a) Priority at State Level: The project needs to have a high level priority at the State Government level, including the Education Minister and Secretary (School Education)
- b) Time: The project plan and time lines have to be closely aligned with the School calendar. All the activities have to be planned appropriately.
- c) Industry: Close interaction and active involvement of the industry is needed. This is needed at the level of respective Sector Skill Council, State level employers and local employers.
- d) Choice of Sectors / Trades: The trades to be offered in each school should be selected based on employment potential in the local and nearby areas.
- e) Teachers: Getting motivated, industry experienced and skilled teachers is critical for the success.
- f) Selection of Schools: In Year-1 of the project, select the schools which have motivated principals, good physical infrastructure and employment potential in the nearby areas.
- g) Curriculum/ Courseware: Curriculum and courseware should be validated and ready before beginning of the session.
- h) Students - Overcoming the perception issues: During the initial phases it would be important to pro-actively address the perception issues which students have about vocational education. For example, Vocational education in school level doesn't work, VE is second choice, is for non-performing students.
- i) Adequate orientation of Principals and District Education officers: they need to understand the need for Vocation education, NVEQF, and their role in the implementation.
- j) Program Management (Central): A small dedicated team of 2-3 persons, should be focused on overall program management and coordination among all stakeholders.



## Chapter 3: Administrative and Governance Structure

### 3.1 Governance at State level:

At the state level for the proper functioning of the project a NVEQF Cell was formed. The structure of the cell is an Additional Director (NVEQF) an Assistant Project Officer, Industry Coordinator, Accountant, Data Entry Operator and peon. This was formed to minimize the procedural delays which happen in a typical government process. The same kind of structure was also formed in the Board of School Education, Bhiwani.



For the utilization of the funds the State decided to decentralize the **financial management of funds** and hence a separate bank account was opened in the selected 40 schools and in the Department of School Education for quicker flow of funds. For the utilization of the funds a Sub Committee of School Management and Development Committee (SMDC) was formed.

An MIS (**under process**) is being developed in the department which will maintain database from all the 8 selected districts for regular monitoring and for tracking the status of training program at each of the school with regard to initiation, completion, drop outs, total number trained, placed and the trades in which the training is being conducted.

### 3.2 Role of Government of India (GoI):

A proposal received from any State government under the scheme are subject to the approval from the Project Approval Board (PAB) of MHRD-GoI. A PAB has been constituted under the Chairmanship of the Secretary (SE&L), MHRD, and other members of the Committee include Joint Secretary (SE), Financial Advisor (MHRD), two experts in the field of Vocational Education, Chairman CBSE, Joint Director PSSCIVE,

Chairman NIOS, a representative of Ministry of Labour and Employment. Divisional Head (VE), MHRD is the Member Secretary of the Committee. Once the proposal is approved by the PAB committee the MHRD sends the sanction letter to the concerned State. The MHRD also holds regular review meetings to understand the progress.

### **3.3 Partnership in Implementation:**

To implement this project, Haryana has partnered with Wadhvani Foundation, a philanthropic organization seeking to scale skill development in India, thus accelerating its economy. Wadhvani Foundation is actively involved in Project Management and various coordination and training activities for this program under an MOU with the Government of Haryana.

## **Chapter 4: Curriculum and Content**

The Curriculum and Courseware is designed based on the National Occupational Standards (NOS) developed by respective Sector Skill Councils (SSCs). PSSCIVE has the mandate to prepare the curriculum and courseware for each trade. The Automobile content has been developed by PSSCIVE along with Automotive Skill Development Council (ASDC), Security by PSSCIVE along with Security Knowledge and Skill Development Council (SKSDC), Retail has been developed by CBSE, and IT/ITes by Wadhvani Foundation (WF).

Validating the Curriculum with the SSC in each and every phase of the development was the part of the curriculum design. Facilitators' handbook, lesson plans, equipment list, students workbook, Assessment methodology, CDs were the part of the curriculum and courseware package.

The courseware can be downloaded from the PSSCIVE website: The link for downloading it is: <http://www.psscive.nic.in>.

## **Chapter 5: School and Trade Selection**

### **5.1 Skills Gap Study**

This is the first step towards the implementation of the project. This kind of study will help the state to understand the following:

- To understand the Natural, Human Resources, Industrial and other Economic Factors, of all the selected districts.
- To assess the needs of the students to provide them with alternative livelihoods.
- To analyze both the existing and emerging opportunities in Old and New Economic structure.
- Draw an action plan to freeze opportunities across training and skill development; Self employment; Micro Enterprise Development.

The skills gap analysis reports from NDSC, Ministry of labour etc. are to form the basis for the sanction of institutions, courses etc. The URL of the websites where some of the existing reports are available are as follows:

<http://www.nsdcindia.org/knowledge-bank/>

Based on the finding of this kind of study the courses/trades to be finalized and also which courses to be given in which schools to be decided. In Haryana this kind of Study was not available.

## **5.2 School Selection**

For the NVEQF Pilot in Haryana, selection of schools and their mobilization played an important role. These schools need to be representative, relevant and qualified to make the pilot a success. Hence in May 2011, when the Ministry of Human Resource and Development awarded the Pilot project under National Vocational Education Qualification Framework (NVEQF), to the State of Haryana for introducing vocational training in schools, the department decided to conduct a base line randomized study about the schools. The NVEQF pilot is a resource intensive initiative and needs to be carefully analyzed with respect to long-term benefits and cost effectiveness before being implemented on a large scale. In order to establish a causal relationship between the program and its outcomes, the Department of Education, Haryana, conducted an impact evaluation using the Randomized Control Trial (RCT) methodology. The recommendation of this study was that schools should be selected based on the existence of the Comprehensive Computer Education Plan (CCEP) facilities instead of EduSat alone, and should be stratified for randomization on the basis of district characteristics and the availability of Satellite Interactive Television (SIT) and Read Only Terminals (ROT) in addition to other school characteristics. A list of 207 schools was also proposed on this basis from all over the 21 districts of Haryana. The schools were selected from the recommended list using a selection tool. The tool document lays out the School Selection Process and criteria which should be followed. School Selection Tools were carried out and then 40 Schools in 8 Districts were selected for introduction of this Pilot Project based on the demographic information, socio economic status, student strength, school infrastructure and industries.

## **5.3 Trade Selection**

The trades for each school have been finalized based on the placements opportunity, proximity to the industry, basic infrastructure already available in school, etc. This has been done along with school selection process. During 2012-13, vocational subjects in four trades were introduced, Retail Management, Security Management, Automotive and IT/ITes. During 2013-14, it is proposed to introduce courses in three more areas, Healthcare (General Duty Assistant), Beauty and Wellness and Physical Education and sports.

## Chapter 6: Human Resources

This chapter provides details of the people needed for the successful implementation of the project.

### 6.1 School Level

#### 6.1.1 Vocational Teacher

For the NVEQF Pilot in Haryana, selection of quality teachers and their mobilization played a very important role as their inputs determine the quality of the program and the students. In Haryana, State Government had directly recruited vocational teachers on a contract basis. The Job Description for the teachers was created.

Two vocational teachers were recruited for each school, one teacher for one trade. A selection tool was prepared which lays out the Teacher Selection Process and criteria to be followed. In the initial criteria the number of years of experience laid down was 4-5 years with a Post Graduate qualification for the appointment of Teachers and this was notified by putting an advertisement in the National Print media both in English and Hindi. But the response to this advertisement was very poor and hence the experience and qualification criterion was changed to 1-2 years and diploma.

The selection panel consisted of officials of DSE, WF and industry partners / SSCs. The Merit list was prepared based on the criteria. Out of over 1,000 applications, 80 teachers were selected. The key focus for selection was merit, based on the predefined criteria. All of the selected teachers had prior industry experience of 1-5 years.

#### 6.1.2 Vocational Coordinator (School):

The position of Vocational coordinator is a new position created in the 40 selected schools under NVEQF project. The position attracts special responsibilities. The primary role for the Vocational Coordinators consist of ensuring the program is executed properly in the school, workshops and equipments remains functional, arranging guest lecturers from industry, arranging industry visits of the students, ensuring internships for the students and student placement coordination. A job description for the Vocational coordinator was created.

After one year of pilot, it is now felt that instead of positioning vocational coordinators in each school, one vocational coordinator for industry linkage, monitoring and management can be positioned at district level with upgraded qualifications and experience.

## 6.2 State Level

### 6.2.1 Industry Coordinator:

As there was no technical expertise with the State, it was suggested and decided that in the state team there should be Subject Matter Experts (SME) who will guide the vocational teachers and also look into the administrative process of the vocational subject concerned. The SSC recommended the names of the SME who was in turn interviewed and contracted on the roles of the Government of Haryana for working in the project. One industry coordinator per vocational trade was chosen. They report to the Nodal Offices in-charge of the project and are based at the Directorate of School Education. They also coordinate closely with the respective Sector Skill Councils and W.F.

### 6.2.2 Other Staff

Some of the other staff positioned in NVEQF cell at headquarter is:

- a) Financial Consultant to manage the finance of the Project,
- b) One accountant to manage the school expenditures and funds,
- c) One Assistant Project Officer (APO) for putting up the regular noting / instructions for the approval and MIS work.

## Chapter 7: Training

Training and orientation of the key stakeholders is a critical success factor for the achieving the outcomes of the project. It is important that all key functionaries associated with the scheme at State level are fully aware about the objectives of the project and their role in the project.

### 7.1 Orientation of State officials

It's very important to orient the key officers of the State about the Project as this is little different from the generic academics and also from the previous Vocational Education. The orientation training with all the concerned officials about the project, its objective, goals and impact is non-negotiable, as this helps in better understanding and effectiveness of work with regard to Vocational Education.

#### 7.1.1 Orientation workshop for District Education Officer's (DEO)

The objective of the workshop is introduction and orientation for the district education officers to the NVEQF aligned vocational education courses to be introduced in select schools in their districts. DEO's are a very important stakeholders of the project as all the schools of the districts come under their jurisdiction. Orientation helps in greater involvement of the officers and enables them to understand their roles and responsibility in implementation of the project.

### **7.1.2 Orientation workshop for Principals**

The objective of the workshop is to make them understand the fundamental aspects of CSSVE and NVEQF, agree on implementation strategies, Project Plan, monitoring and review mechanism to understand the Roles and Responsibility of each stakeholder – GoI, State, NSDC/SSC, WF, District Coordinators, Project Officers, Principals, Teachers, etc. This detailing here is required as the Principal is the person who is going to actually implement the project in the field and s/he has to be aligned into the program.

## **7.2 Training of Vocational Coordinators & Teachers**

### **7.2.1 Training of Vocational Coordinators (Schools)**

The objective of the workshop is same as of Principals with more focus on the roles and responsibility of the Coordinators. The maximum weightage is given on how to do industry connect as the prime responsibility of the coordinators is to bring industry into classroom training.

### **7.2.2 Training of Vocational Teachers**

Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.

As per the CSS there is a provision of 30 days of Induction training for newly selected teachers and 7 days for in service training. 30 days training at a stretch for one time seemed to be very lengthy and exhaustive and hence it was decided that the training to be divided in phases. There was an initial 4 days training focusing mainly on Orientation of NVEQF, Pedagogy, Competency Based Curriculum and Training, one day orientation on domain Specific content. A second phase training was organized specific to Level 1 domain specific content for the teachers, where in the focus was mainly on the technical content for each trade. Likewise training was organized for each level at appropriate times.

## **Chapter 8: Student Mobilisation**

Mobilization means outreach with the goal of reaching students with NVEQF project for vocational education and mobilizing them to participate in it. Mobilization engages students by providing them information about the project, benefits of the projects which results into enrollment a vocational education course.

During the school selection process the team had given the first round of awareness about the project. A pamphlet was prepared for the student awareness and mobilization. The school had distributed the pamphlet to the students and also pasted the pamphlet on the walls of the school so that the community in general is also made aware about the project. A registration form was developed for student's enrollment.

## **8.1 Individual Students Counseling:**

All the interested students were called for individual counseling by the vocational coordinator, this was done to reach out the marginalized and vulnerable students. This also helps to understand why the students wants to take up Vocational Education, what is the perception about the VE and also clarifying any doubts related to subject/ careers, etc. While doing the individual counseling some filtration of students happens.

## **8.2 Parents Counseling:**

Parents counseling is an integral part of the student's mobilization as parents are the most important stakeholders of the project. During the counseling each and every details about the project is given to the parents so that they are involved right from the beginning. Issues like visit, guest lecture, on the job training, etc needs to be discussed with the parents especially with the girl child parents. Once the parents are convinced then the child is given the admission in this subject.

## **Chapter 9: Alignment of Vocational Courses with scheme of studies of HBSE.**

The Board of School Education Haryana (**HBSE**) has been entrusted with the task of examination and certification, along with Sector Skill Council (SSCs), for skills offered under the Pilot Project. These trades have been categorized as Applied Learning subjects. In class 9<sup>th</sup> and 10<sup>th</sup>, these subjects are optional. In class 11<sup>th</sup> and 12<sup>th</sup>, these are one of the elective subjects for Commerce, Science and Humanities stream. The Board has also constituted NVEQF cell headed by the Director (Academics) along with other staff, like, Superintendent (Examination), Coordinator and support staff.

## **Chapter 10: Set up of Laboratory / Workshop**

Under the scheme adequate requirement in terms of tools, equipment and machinery for the development of soft and basic technical skills has been provided to the schools. The list of the tools and equipment has been provided by the Sector Skills Council and the content developer, which has formed the basis for purchase of relevant machinery and equipment for the vocational course (**under decentralized management system**). Linkages will have to be developed with industry and other organizations for specialized technical training using their equipment and expertise.

## **Chapter 11: Training Delivery (Students)**

### **11.1 Time Table Alignment:**

The most important component for classroom training is alignment of Time Table. The number of hours for Level 1 & 2 is ~200 each and for Level 3& 4 is ~300 each which is very difficult to cover during the allocated periods for optional/elective subjects. Hence 2 periods a day was allocated for the applied learning subjects. Holidays were also utilized to cover the syllabus.

### **11.2 Classroom training delivery:**

Apart from the classroom theory and practical, students were also taken to industry for practical exposure with proper briefing, checklist and learning deliverables. Guest lecture from industry was an integral part of training. This helps the students to understand the current happening of the industry and raising the horizon of the industry. Under the scheme honorarium is allocated for inviting guest lecturer.

## **Chapter 12: Industry Collaboration**

### **12.1 Introduction**

The role of the industry and the academia has always been indispensable to each other. If industry is responsible for producing, the academia supplies the necessary back up in terms of the technocrats and the professionals who run the industry. Hence the role of industry in the vocational education is of utmost importance.

The skill wise industry coordinators appointed at state level play major role in the industry interface/interaction. The concerned SSC and the industry coordinator works within their sector and maintain contact with all the leading/major industry players and local industry. They also need to arrange two guest lectures per month per trade, Field visit once 3 months for all trades, on Job Training and training of coaches, Support from Industry for Assessment, Support in Placement and Support in Curriculum revisit.

For providing the practical training the state in facilitation with SSC/NSDC provided training through industry or training provider. For the Automobile practical training the Department will involve ITI/ Polytechnic and under this agreement the students will be allowed to use the premises of the ITI/Polytechnic for practical skill based training purposes if locally situated.

### **12.2 Guest Lecture**

Guest lectures are organized as they provide inputs from the real scenario and life experiences, organizational dynamics and key Skills needed in work situations. Guest lectures also help to expose the Practitioners to the profile of students by knowing the competency of students and will also help in exploring the possibilities of



collaboration for internship and placement. This also helps in bridge the divide between the “World of Studies” and the “World of Work”, by relating theory to practice and providing an understanding to the students of real life situations.

### **12.3 Industry Visit**

This visit is more an educational visit in itself. Guidelines/ Instructions have been created for field/Industry visits of students to give a real life practical exposure to the students to the world of work. The guidelines detail out after completion of how many units in the syllabus the students has to be taken to field visit, what should be the objective of the visit, what is the learning outcome, checklist for observation, etc.

### **12.4 Job Training**

Practical Training Internship or Job Training while undergoing the course means that skills can be gained while Students are in schools and studying. This benefits both students and the Industry. Students learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The Industries benefits by ensuring that the training is specific to the job. Class 11th student’s internship has to be ensured before the final examination. This internship should be for not more than a week duration with minimum 4 to 5 hours per day. Certificate of the internship should also be ensured by the school.

## **Chapter 13: Assessment and Certification**

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). Assessment will include two components. One comprising of internal assessment (Continuous Comprehensive Evaluation -CCE) and second component is external examination including theory and practical examinations to be conducted by the Board in association with National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs).

For assessment purposes Continuous Comprehensive Evaluation (CCE), Theory and Practical will assessed. Continuous Comprehensive Evaluation (CCE) will be of 20%, Theory will be 30% and Practical will be for 50% marks. For preparation of theory examination paper the SSC has been involved for the Question Paper Design for giving their inputs on the weightage of each unit. For practical guidelines the SSC has given their inputs on how the assessment will happen for each unit. Vocational Coordinators (Industry) will be assisting the board along with few identified teachers for setting up of Question paper. The practical examination will be conducted by the SSC along with the Board. The SSC will nominate a panel of assessor for this purpose and all these will be certified assessors of SSC who will be oriented by the Board of School Education with regard to the board norms in conducting the examination and the practical guidelines.

Apart from the Mark sheet the Board will issue a separate certificate in which the respective SSC will be co-signatory

## Chapter 14: Student Placement

### 14.1 Placement:

Placement is the success indicator of the project and hence all the efforts should be focused around this. In a classroom typically either students go for higher education or drops out for livelihood options. The school should identify those students who wanted to get into the world of work by individual counseling followed by parents counseling. Parents' consent should be integral part of the counseling.

Before placement all the students should undergo training in work preparedness module where the student is made aware of the world of work and the expectation from the student in the workplace. This module teaches the student how to behave in work place, etiquettes, preparation of CV, mock interview, Focus Group discussion and Internship.

Under the pilot, total number of students enrolled in class XII with IT/ITES as one of the applied trades was 382. 128/382 (33%) students had requested to take up work after passing class XII. Whereas 254/382( 67%) decided to continue their studies in the field of B. Com, BA, BSc, B.Tech or join a profession course . Legally children who complete 18 years of age are eligible to work. It is noticed that only 49/128 ( 38%) students were legally eligible to work.

As of date 38 students are employed. 22/38 students got placement /offer letters from reputed companies namely Spanco, Net Ambit and Navigant technologies with support from NVEQF team. Whereas 16/38 students were able to find job on their own either as data entry operator, Call center, real estate builder, bank or as school teacher in a Pvt. School.

### 14.2 Post Placement

After the placement of the students the coordinators /teacher should conduct post placement survey where they take the feedback from the employers where the Student are working and also from the students as it will help the school to design and modify the deliverable again as per the industry requirement.

After taking feedback students should also be monitored regularly and provided adequate support where ever and whenever required

### 14.3 Special Mention

The State in addition to introducing Applied Skills IT/ITeS + Retail Security or Automobile in class 9<sup>th</sup> L1 and class 11<sup>th</sup> ( L1 & L2 ) introduced IT/ITeS ( L1 & L2 ) in select schools under NCR. The wishes of parents/students for placements were ascertained.

## **Chapter 15: Review and Monitoring**

Periodic and systemic review and monitoring has been an important element of the implementation of the project in Haryana. This was done in a multilayered manner.

### **15.1 National Level (MHRD)**

The Department of School Education and Literacy, MHRD GOI implementing the programme through various states. The Ministry has been regularly **reviewing** the progress of the pilot and the learning's of the pilot is being utilized for the revision of the CSSVE scheme. There is a coordination committee formed under the chairmanship of Additional Secretary to review and monitor the progress of the pilot. The committee comprises representatives from Ministry, State, PSSCIVE, NSDC, SSC, and CBSE.

### **15.2 State Level**

At State level a steering committee is formed under the chairmanship of the Principal Secretary (School Education), Government of Haryana. The committee comprises the Director (Secondary Education), Additional Director (NVEQF), Director (Wadhvani Foundation). The committee meets to review the progress, resolve the issues and for guiding the team to move the project in the right direction.

### **15.3 District level**

At District level, the District Education officers (DEO) is responsible for the review and monitoring of the project. The Deputy Commissioners of the districts have now been asked to also review the progress in their monthly scheduled District level meetings.

### **15.4 School level**

Apart from the regular review and monitoring by the Principal, a subcommittee of School Management Development Committee (SMDC) also reviews the project.

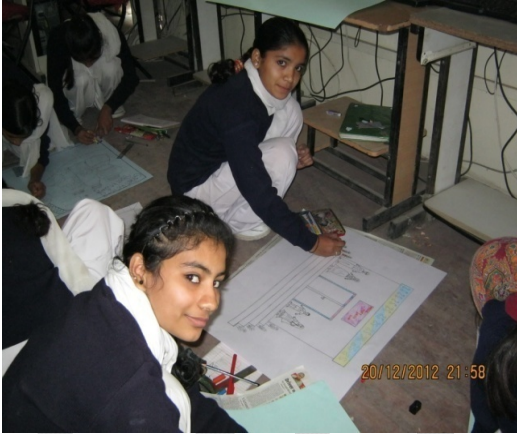
The program Management team also visits the schools periodically to get an accurate understanding of the ground level situation, realities and challenges.

## Chapter 16: CHAPTER 16: IMPLIMENTATION OF THE PROJECT AS SEEN THROUGH THE AMERA.

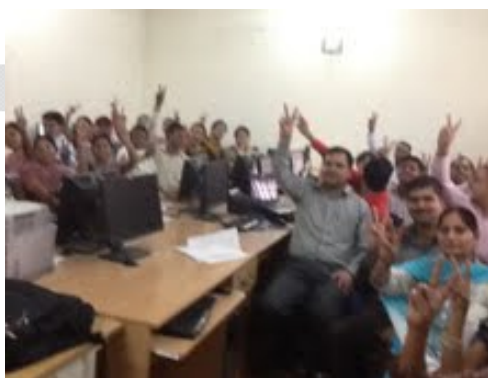
### NVEQF Inauguration



Parents Counseling in Student Mobilization & Registration



Training of Vocational Teachers in Applied Skills in IT/ITeS Retail, Security & Automobile



Review Meetings with field functionaries chaired by Principal Secretary to Government. of Haryana Department Of School Education.



Meetings with NSDC 's , SSC's & Board of School Education for facilitation in the implementation of the Project.



Setting up Labs in Applied Skills in IT/ITeS Retail, Security & Automobile



Guest Lectures in Applied Skills in IT/ITeS Retail, Security & Automobile



Industry Visits Experience in IT/ITeS Retail, Security & Automobile





Practical Training of Students in the Industry in IT/ITeS Retail, Security & Automobile



**RAY OF HOPE.....**



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## List of 40 Schools under Pilot Project

Sr. No.	District	School Name & Details	Trade/Skill	
1	Ambala	GMSSSS Barara {Ambala} [13]	IT/ITeS	Automobile
2	Gurgaon	GSSS Gurgaon {Gurgaon} [845]	IT/ITeS	Automobile
3	Mewat	GSSS Nagina {Mewat} [873]	IT/ITeS	Automobile
4	Rohtak	GSSS Kalanaur {Rohtak} [4214]	IT/ITeS	Automobile
5	Jhajjar	GSSS Bahadurgarh {Jhajjar} [3109]	IT/ITeS	Automobile
6	Ambala	GSSS Chhapra [154]	IT/ITeS	Retail
7	Ambala	GSSS Samlehri {Ambala} [38]	IT/ITeS	Retail
8	Ambala	GGSSS Ambala City (Police Line) {Ambala} [143]	IT/ITeS	Retail
9	Yamuna Nagar	GSSS Jagadhri {Yamuna Nagar} [179]	IT/ITeS	Retail
10	Yamuna Nagar	GSSS Chhachharauli {Yamuna Nagar} [205]	IT/ITeS	Retail
11	Gurgaon	GMSSSS Gurgaon (Sushant Lok) {Gurgaon} [5520]	IT/ITeS	Retail
12	Gurgaon	GGSSS Sohna {Gurgaon} [852]	IT/ITeS	Retail
13	Gurgaon	GGSSS Pataudi {Gurgaon} [863]	IT/ITeS	Retail
14	Gurgaon	GSSS Daultabad {Gurgaon} [864]	IT/ITeS	Retail
15	Faridabad	GGSSS Ballabgarh {Faridabad} [957]	IT/ITeS	Retail
16	Faridabad	GSSS Sarai khawja {Faridabad} [998]	IT/ITeS	Retail
17	Faridabad	GGSSS Faridabad (N.I.T. No. 5) {Faridabad} [1176]	IT/ITeS	Retail
18	Palwal	GGSSS Hodal {Palwal} [981]	IT/ITeS	Retail
19	Palwal	GMSSSS Dhatir {Palwal} [1005]	IT/ITeS	Retail
20	Rohtak	GGSSS Meham {Rohtak} [2667]	IT/ITeS	Retail
21	Rohtak	GMSSSS Sanghi {Rohtak} [2681]	IT/ITeS	Retail
22	Jhajjar	GSSS Matan Hail {Jhajjar} [3070]	IT/ITeS	Retail
23	Jhajjar	GGSSS Noona Majra {Jhajjar} [3091]	IT/ITeS	Retail
24	Ambala	GSSS Ugala {Ambala} [1]	IT/ITeS	Security
25	Ambala	GSSS Naraingarh {Ambala} [30]	IT/ITeS	Security
26	Ambala	GSSS Naneola (95)	IT/ITeS	Security
27	Yamuna Nagar	GMSSSS Bilaspur {Yamuna Nagar} [175]	IT/ITeS	Security
28	Yamuna Nagar	GSSS Mustafabad {Yamuna Nagar} [184]	IT/ITeS	Security
29	Yamuna Nagar	GSSS Khizrabad {Yamuna Nagar} [4059]	IT/ITeS	Security
30	Mewat	GSSS Taoru {Mewat} [866]	IT/ITeS	Security
31	Mewat	GSSS Ferozpur Jhirka {Mewat} [884]	IT/ITeS	Security
32	Faridabad	GSSS Faridabad (N.I.T. No. 1 Tikona Park) {Faridabad} [9	IT/ITeS	Security
33	Faridabad	GSSS Uncha Goan {Faridabad} [1082]	IT/ITeS	Security
34	Palwal	GSSS Hathin {Palwal} [979]	IT/ITeS	Security
35	Palwal	GSSS Palwal {Palwal} [1008]	IT/ITeS	Security
36	Palwal	GSSS Hassanpur {Palwal} [1003]	IT/ITeS	Security
37	Rohtak	GSSS Lakhn Majra {Rohtak} [2665]	IT/ITeS	Security
38	Rohtak	GSSS Rohtak (Bhiwani Road) {Rohtak} [2672]	IT/ITeS	Security
39	Jhajjar	GSSS Jhajjar {Jhajjar} [3099]	IT/ITeS	Security
40	Jhajjar	GSSS Beri {Jhajjar} [3261]	IT/ITeS	Security

**NVEQF-Pilot Project  
Important  
Personnel Attention**

From

The Director Secondary Education  
Haryana, Panchkula

To

- 1 The District Education Officer  
Ambala, Yamuna Nagar, Rohtak, Jhajjar,  
Gurgaon, Faridabad, Palwal & Mewat
- 2 Principal (Concerned)  
Govt. Sr. Sec. School/Govt. Girls Sr. Sec. School (list enclosed)
- 3 Vocational Coordinator (School) NVEQF  
Govt. Sr. Sec. School/Govt. Girls Sr. Sec. School (list enclosed)

Memo. No. 1/1-2012 NVEQF Cell  
Dated, Panchkula the 20.09.2012

**Subject: Release of Rs. 2,00,000/- (Rupees Two Lakhs only) for Pilot Project under NVEQF during the year 2012-13.**

Please refer to this office letter no. 10/53-10 Co(1) dated 30.03.2012 and telephonic message on 01.09.2012 on the subject cited above.

In this regard it is mentioned that a sum of **Rs. 2,00,000/- (Rupees Two Lakhs only) for Pilot Project under NVEQF** was released to you by way of RTGS from Utkarsh Society, Panchkula through PNB, Pankhula to start the implementation of the Pilot Project. The amount was transferred in bank A/c number (list enclosed). The same may kindly be got checked up and confirmed to the Headquarters through e-mail (at [nveqfharyana@gmail.com](mailto:nveqfharyana@gmail.com)). If the above amount has been credited in any other account than of NVEQF, then the same may kindly be ensured to be transferred to NVEQF account immediately. The additional funds will be released on receipt from Govt. of India/ State Govt. Meanwhile the above amount has been divided in two sub heads, detail of which is given below:

**Utilization Plan of Rs 2,00,000/- for Schools:**

Sr. No.	Object Head	Amount
1	69) Cont. Services/ Salaries for Vocational Teacher (02) (on contract @ Rs 25,000 p.m. for 3 months)	1,75,000/-
2	05) Office Expenses/ Contingencies (including expenditure on publicity, guidance and counseling, transport, field visits, postage, stationery, etc.)	25,000/-
	<b>Total</b>	<b>Rs. 2,00,000/-</b>

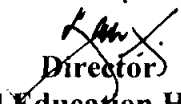
The above amount will be utilized in as per the following guidelines:

1. All the schools where the project is being implemented are required to open a separate bank account for keeping the money related to the project (NVEQF) Applied learning.

2. For making the expenditure all the schools are required to constitute a sub-committee under the School Management Development Committee (SMDC) comprising three members from SMDC including the Chairman of the SMDC and three official members - Vocational Coordinator (School), Vocational Teacher and the Head of the Institution i.e. Principal.
3. The sub-committee of SMDC will be responsible for granting approval to make the purchases and to ensure that the funds are utilized as per the guidelines issued by the department. The monitoring will be done by the sub-committee regularly.
4. The expenditure is to be made within the budget provisions/ allocations.
5. The utilization certificate is to be sent on month to month basis after incurring the expenditure.
6. Persons appointed on contractual basis under the NVEQF project should be paid remuneration/salary as per the rates mentioned in the sanction through bank only. Attendance register, movement register, leave register etc. are to be maintained by the school.
7. Office Expenses/ Contingencies will be met for following purposes:
  - i. Publicity: this includes the printing of Information Education Communication (IEC) materials for the students, community, industry and media etc.
  - ii. Guidance and Counseling: During the mobilization/ outreach activity refreshment/ lunch for the staff, printing of admission form, printing of registration form, printing of interest inventory forms etc. for the staff to be booked.
  - iii. Transport: Staffs travel for the industry interface/ interaction should be booked.
  - iv. Field Visit: Travel of Students to be booked when they go for industry exposure, seminar, practical training etc.
  - v. Postage: Any expenditure related to postage/ courier etc. by the staff of the project and school should be booked.
  - vi. Stationery: Office stationery like printing of training material, staplers, pins, gum, any other office stationery related to the project should be booked.
  - vii. Electricity Charges: Rs.500/- per month.
  - viii. Fuel for Genset: Rs.1000/- per month.

Proper record of expenditure incurred there on may be kept as per financial rules. The balance amount if any will be utilized as per guidelines issued by the Headquarters.

It may please be ensured that above guidelines are complied with strictly. Laps if any, will be viewed seriously.

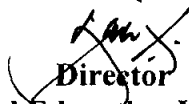
  
**Director**  
**School Education Haryana**  
**Panchkula**

**Endst. No. 1/1-2012 NVEQF Cell**

**Dated, Panchkula, the 21.09.2012**

A copy of the above is forwarded to the following for information and necessary action:

1. District Education Office, Ambala, Yamuna Nagar, Gurgaon, Jhajjar, Rohtak, Palwal, Mewat and Faridabad.
2. Chief Accounts Officer (BC A) Local.
3. Superintendent Planning/ Budget Branch to online the Budget in BCO account.

  
**Director**  
**School Education Haryana**  
**Panchkula**

Sr. No	Dist rict	Name of Institution	Account No	IFSC code	Branch Code/MICR	Beneficiary Name	Amount Rs
1		Registrar School Education (DSE)	30164102059	SBIN0011705	160002020	State Bank of India, SME Branch, Sec-17 Chd	10,00,000
2		SCERT Gurgaon	65089860006	STBP0000640		State Bank of Patiala Gurgaon	10,00,000
3	Ambala	GSSS Ugala	1004000405832315'	100400		Punjab National Bank Ugala	2,00,000
4		GMSSSS Barara	65137788649	STBP0000219	00050219	State Bank of Patiala Barara	2,00,000
5		GSSS Naraingarh	30486755273	BKID0006717	61710	Bank of India Naraingarh	2,00,000
6		GSSS Naneola	3258000400617059'	RBGSPUN803258		Punjab National Bank Naneola	2,00,000
7		GSSS Chapra	1352000100103905'	PUNB0135200		PNB AMBALA	2,00,000
8		GSSS Samlehari	911010026074465	UTIB000432	432	Axis Bank Ambala	2,00,000
9		GGSSS Ambala City(Police Line)	10402010007390	ORBC0101046		Oriental Bank of Commerce Ambala	2,00,000
10		GMSSSS Bilsapur	0548000402426896'	PUNB0054800		Punjab National Bank Bilsapur	2,00,000
11		GSSS Jagadhri	3190364387	CBI280378	JGD/F135016003	Central Bank of India Jagadhri	2,00,000
12	Yamuna Nagar	GSSS Mustafabad	6396000100026757'	PUNB0639600	639600	Punjab National Bank Mustafabad	2,00,000
13		GSSS Chhachharauli	3260000101176948'	Punb0326000		Punjab National Bank Chhachharauli	2,00,000
14		GSSS Khizrabad	65115278248	STBP0000235		State Bank of Patiala Khizrabad	2,00,000
15		GNSSSS Gurgaon (Sushant Lok)	60094449506	MAHB0001295		Bank of Maharashtra Gurgaon(Sushant Lok)	2,00,000
16		GSSS Gurgaon	00712041003338'	ORBC0100071		Oriental Bank of Commerce Gurgaon	2,00,000
17		GGSSS Sohna	58/01/006842	COPR0001081		Corporation Bank Sohna	2,00,000
18		GGSSS Pataudi	82402200120150	SYNB0008240		Syndicate Bank Pataudi	2,00,000
19		GSSS Daultabad	50064193472	ALLA0212554		Allahabad Bank Daultabad	2,00,000
20		Mewat	GSSS Taoru	11642041000081	ORBC0101164		Oriental Bank of Commerce Taoru
21	GSSS Nagina		00532041001192'	ORBC0100053		Oriental Bank of Commerce Nagina	2,00,000
22	GSSS Ferozpur Jhirka		82162200098264	SYNB0008216		Syndicate Bank Ferozpur Jhirka	2,00,000
23	GGSSS Ballabgarh		3064366890	CBI283629		Central Bank of India Ballabgarh	2,00,000
24	GSSS Faridabad NIT Tikona Park		2039101005595	CNRB0002039		Canara Bank Faridabad	2,00,000
25	GSSS Sarai Khawja		00622191008520'	ORBC01000620		Oriental Bank of Commerce Sarai khawja	2,00,000
26	GSSS Uncha Gaon		12682121003648	ORBC0101268		Oriental Bank of Commerce Uncha Gaon	2,00,000
27	GSSS Faridabad NIT No 5		7652011006996	ORBC0100765		Oriental Bank of Commerce Faridabad	2,00,000
28	GGSSS Hodal		06562191003849'	ORBC0100656		Oriental Bank of Commerce Hodal	2,00,000
29	Palwal	GSSS Hathin	14322011002525	ORBC0101432		Oriental Bank of Commerce Hathin	2,00,000
30		GMSSSS Dhatir	2328101041647	CNRB0002328		Canara Bank Palwal (Dhatir)	2,00,000
31		GSSS Palwal	2328101041611	CNRB0002328		Canara Bank Palwal	2,00,000
32		GSSS Hassanpur	2042101015543	CNRB0002042		Canara Bank Hassanpur	2,00,000
33		GSSS Lakhna Majra	65137581247	STBP0001178	51178	State Bank of Patiala Lakhna Majra	2,00,000
34		GSSS Meham	3350001500228676'	PUNB0335000		Punjab National Bank Meham	2,00,000
35		GSSS Rohtak (Bhiwani Road)	07952011007109'	ORBC0100795	124022004	Oriental Bank of Commerce Rohtak(Bhiwani Road)	2,00,000
36		GNSSSS Sanghi	32146361736	SBIN0002475		State Bank of India Sanghi	2,00,000
37		GSSS Kalanaur	3349000400577349'	PUNB0334900	124024257	Punjab National Bank Kalanaur	2,00,000
38	Jhajjar	GSSS Matan Hail	31859004906	SBIO1351		State Bank of India Matan Hail	2,00,000
39		GGSSS Noona Majra	35000400382135	PUNB0003500		Punjab National Bank Noona Majra	2,00,000
40		GSSS Jhajjar	2202001506237963'	PUNB0220200		Punjab National Bank Jhajjar	2,00,000
41		GSSS Bahadurgarh	628602010001235	UBIN00562866		Union Bank of India Bahadurgarh	2,00,000
		GSSS Beri	3346000401256170	PUNB0334600		Punjab National Bank Beri	2,00,000
		Total Amount					1,00,00,000/-

(Rs. One Crore only)

**NVEQF-Pilot Project  
Important  
Personnel Attention**

From

The Director Secondary Education  
Haryana, Panchkula

To

The Director  
SCERT, Gurgaon.

Memo. No. 1/1-2012 NVEQF Cell

Dated. Panchkula the 20.09.2012

**Subject: Release of Rs. 10,00,000/- (Rupees Ten Lakhs only) for Pilot Project under NVEQF for the year 2012-13.**

Please refer to the subject noted above.

In this regard, it is mentioned that a sum of **Rs. 10,00,000/- (Rupees Ten Lakhs only) for Pilot Project under NVEQF** was released to you by way of RTGS from Utkarsh Society, Panchkula through PNB, Panchkula to start the implementation of the Pilot Project. The same may kindly be got checked up and confirmed to the Headquarters through e-mail (at [nveqfharyana@gmail.com](mailto:nveqfharyana@gmail.com)). If the above amount has been credited in any other account other than of NVEQF, then the same may kindly be ensured to be transferred to NVEQF account immediately. The additional funds will be released on receipt from Govt of India/ State Govt. Meanwhile the above amount has been divided in three sub heads. details of which are given below:

**Utilization Plan:**

Sr. No.	Object	Amount
1	Induction Training of Vocational Teachers, Vocational Coordinators and Vocational School Principals etc.	4,50,000/-
2	In service Training (Vocational Teacher Training) etc.	4,50,000/-
3	Office Expenses/ Contingencies (including expenditure on guidance and counseling, transport, field visits, postage, stationery, etc.)	1,00,000/-
	<b>Total</b>	<b>Rs. 10,00,000/-</b>

The amount mentioned against each head above is placed at the disposal of the Director, SCERT, Gurgaon for utilization of the same in the following manner:

**1. Induction Training of Vocational Teachers (VT), Vocational Coordinators (VC) and School Principals (Pls)– Batch of 30 for 30 days.**

Budget Line	Components	Amount
1	TA/DA to Participants (VT, VC & Pls) @ Rs. 4000/- per trainee (30 x 4000)	1,20,000.00
2	Local conveyance to 4 Resource Persons (limited to one DA @ Rs 300/-) (300 X 30X 4)	36,000.00



3	Honorarium to Resource Persons @ Rs. 500/- per day for 4 persons per day (500x4x30)	60,000.00
4	Honorarium to Training Coordinator @ Rs. 800/- per day (800x1x30)	24,000.00
5	Working lunch @ Rs. 60/- (60x30x7)+ Tea @ Rs 20/- (20x30x30)	72,000.00
6	Institutional charges @ Rs. 1000 /- per day (30 days)	30,000.00
7	Stationery @ Rs 20/- ( 20 X 30)	600.00
8	Miscellaneous (including expenditure on raw materials, Daily wager, banner, field visit, photography, etc.)	45,000.00
	<b>TOTAL</b>	<b>3,87,600.00*</b>

**2. Vocational Teacher Training – Batch of 30 Teachers (7 days In-service Training):**

Budget Line	Components	Amount
1	TA/DA to Vocational Teachers @ Rs. 4000/- per trainee (30 x 4000)	1,20,000.00
2	Local conveyance to 4 Resource Persons (limited to one DA @ Rs 300/-) (300 X 7X 4)	8,400.00
3	Honorarium to Resource Persons @ Rs. 500/- per day for 4 persons per day (500x4x7)	14,000.00
4	Honorarium to Training Coordinator @ Rs. 800/- per day (800x1x7)	5,600.00
5	Working lunch @ Rs. 60/- (60x30x7)+ Tea @ Rs 20/- (20x30x7)	16,800.00
6	Institutional charges @ Rs. 1000 /- per day	7,000.00
7	Stationery @ Rs 20/- ( 20 X 30)	15,000.00
8	Miscellaneous (including expenditure on raw materials, Daily wager, banner, field visit, photography, etc.)	15,000.00
	<b>TOTAL</b>	<b>1,87,400.00*</b>

\* The expenditure indicated above is as per participants which can vary with the number of participants.

The above amount will be utilized in as per the following guidelines:

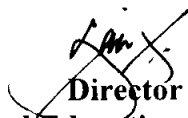
1. Director, SCERT, Gurgaon is required to open a separate account for keeping the money related to the project under NVEQF-Applied learning. There will be minimum two signatories to draw the amount from the bank i.e. The Director, SCERT, Gurgaon & one another officer who will be designated by the Director, SCERT, Gurgaon with intimation to Headquarters.
2. The expenditure is to be made within the budget provisions/allocations.
3. The utilization certificate of the amount spent is to be sent immediately after end of the month.

4. Under the budget line for Office Expenses/ Contingencies etc., the expenditure will be met as under:

- i. Field Visit: Travel of Participants to be booked when they go for industry exposure, seminar, practical training etc.
- ii. Postage: Any expenditure related to postage/ courier for the training of Vocational Teachers etc. of the project should be booked.
- iii. Stationery: Office stationery like printing of training material, staplers, pins, gum, any other office stationery related to the project should be booked.

Proper record of participants, faculty members etc. along with expenditure incurred there on may be kept as per financial rules. The balance amount if any will be utilized as per guidelines issued by the Headquarters.

It may please be ensured that above guidelines are complied with strictly. Laps if any, will be viewed seriously.

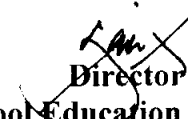
  
**Director**  
**School Education Haryana**  
**Panchkula**

**Endst. No. 1/1-2012 NVEQF Cell**

**Dated, Panchkula, the 21.09.2012**

A copy of the above is forwarded to the following for information and necessary action:

1. Chief Accounts Officer (BC A) Local.
2. Superintendent Planning/ Budget Branch to online the Budget in BCO account.

  
**Director**  
**School Education Haryana**  
**Panchkula**

**Important/ Pilot Project under NVEQF**

From

The Director, Secondary Education, Haryana  
Plot No. 1, Shiksha Sadan, Sec. 5, Panchkula

To

The Director General,  
Technical Education  
Bays 7 – 12 Sector 4, Panchkula

The Director,  
Industrial Training Haryana  
30 Bays Building, Sec 17, Chandigarh

Memo. No. NVEQF Cell/ 4/2012

Dated: ~~28.09.2012~~

01.10.2012

Subject: Permission to use the infrastructure available in Polytechnic / ITI's in the State.  
Sir,

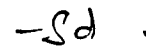
As you are aware that a pilot project under NVEQF has been launched by the Hon'ble HRD Minister, GOI, along with the Hon'ble Chief Minister on 03/09/2012 at Gurgaon for enhancing the employability of the Students / youth in the state by providing integrated education and competency based skill framework in the secondary and senior secondary schools of the state. Initially the project has been launched in 40 schools of 8 districts. Skills to be integrated are in the following sectors:-

- |    |             |    |   |
|----|-------------|----|---|
| 1  | Automobiles | 2. | IT / ITeS (Information Technology Enabled Services) |
| 3. | Security    | 4. | Retail  |

Since in the Automobile Sector hands-on training is required to be imparted to these students and the schools are not having such workshops as on date, therefore you are requested kindly to circulate to your all Polytechnics/ ITIs to allow the students of the schools to have hands-on training in Automobile Skill in the their workshop on the day it is convenient for them as and when these institutions are requested / approached by the nearby school (s). A list of schools having Automobile Skill Trade is given overleaf.

A line in confirmation will highly be appreciated please.

Yours faithfully

  
Director

Secondary Education, Haryana  
Panchkula

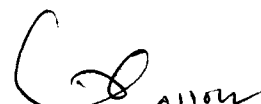
Ends. No. NVEQF Cell/ 4/2012 / 104

Dated: ~~28.09.2012~~

01.10.2012

A copy of the above is forwarded to the following for kind information and necessary action, please.

1. The Principal Secretary to Govt. Haryana, Technical Education Department, Civil Secretariat, Haryana, Chandigarh
- ✓ 2. The Principal Secretary to Govt. Haryana, School Education Department, Civil Secretariat, Haryana, Chandigarh
3. The Principal Secretary to Govt. Haryana, Industrial Training Department, Civil Secretariat, Haryana, Chandigarh

  
Director  
Secondary Education, Haryana  
Panchkula

## List of Schools having Automobile Skill

Sr. No.	Name of District	Block	Name of School
1	Ambala	Barara	Govt. Model Sanskriti Senior Secondary School, Barara
2	Gurgaon	Gurgaon	Govt. Senior Secondary School, Gurgaon
3	Jhajjar	Bahadurgarh	Govt. Senior Secondary School, Bahadurgarh
4	Mewat	Nagina	Govt. Senior Secondary School, Nagina
5	Rohtak	Kalanaur	Govt. Senior Secondary School, Kalanaur



GOVERNMENT OF HARYANA / हरियाणा सरकार  
**Directorate School Education**  
**विद्यालय शिक्षा निदेशालय**

शिक्षा, संस्कृति एवं विकास  
 Education, Culture and Development

तमसो मा ज्योतिर्गमय  
 Lead me from Darkness to Light

Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana 134109 (India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253  
 कार्यालय: प्लॉट नं 1बी, शिक्षा सदन, सेक्टर 5 पंचकुला-134109 (भारत) दूरभाष : 91 (0172) 2560246 फैक्स: 91 (0172) 2560253  
**e-mail: edusecondaryhry@gmail.com - site: www.schooleducationharyana.gov.in**

To

- 1) The District Education Officer(8 Districts)
- 2) The Principal's Concerned (40 schools)

**Memo No. NVEQF Cell/8/2012**

**Dated 22.11.2012**

**Sub: Use of ICT labs for teaching IT/ITES subject.**

You are aware that ICT lab has been set up in your school under comprehensive Computer Education Project. The responsibility to operate, maintain this lab has been given to Everon Education Ltd. under an agreement.

Since IT/ITES subject in computer Education has been introduced in your school, therefore the students who have taken up this subject and the faculty appointed/engaged for the subject should be allowed to use this lab. A line in confirmation of having provided this facility to students of IT/ITES skill be sent to the headquarters on e.mail at nveqfharyana@gmail .com within a week positively.

Please ensure compliance accordingly.


  
**Additional Director(NVEQF&T.E.)**  
**For Director School Education**  
**Haryana Panchkula**

**Endst. No. Even**

**Dated 22.11.2012**

A copy for information and necessary action is forwarded to the following :-

- 1 Ms Rekha Menon, Wadhvani Foundation.
- 2 Everon Education Ltd.
- 3 Assistant Director ICT in the Directorate.
- 4-10 For internal circulation.

  
**Additional Director(NVEQF&T.E.)**  
**For Director School Education**  
**Haryana Panchkula**

## Important/Personal Attention/NVEQF-A Pilot Project

From

The Director General  
Secondary Education, Haryana  
Shiksha Sadan, Sector-5, Panchkula

To

The Principal  
G M S S Schools/ G S S Schools, (list enclosed)

Memo. No. NVEQF Cell/8/2012/  
Dated, Panchkula: 03.12.2012

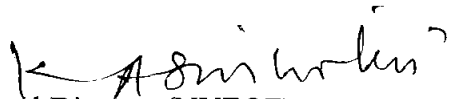
**Subject:** Regarding implementation of NVEQF-A Pilot Project- Progress Report.

As you are aware that two vocational subjects have been allotted to your institution under NVEQF-A Pilot Project.

It has been decided to regularly monitor the progress of the project through monthly reporting from your level.

A copy of the format so devised for submission of monthly report along with instructions for filling the same is enclosed herewith. You are requested to email the reports for each month by the first week of next month.

First report for the month of November, 2012 may please be emailed within three days from the receipt of this communication.

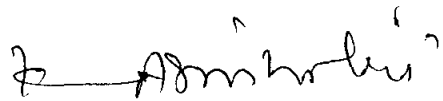
  
Additional Director (NVEQF)  
for The Director General School Education  
Haryana, Panchkula

Endst. No. Even

Dated: 03.12.2012

Copy of the above is forwarded to the following for information and necessary action:

1. Distt. Education Officer, Ambala, Yamuna Nagar, Jhajjar, Rohtak, Palwal, Mewat, Faridabad and Gurgaon.
2. Concerned Vocational Coordinator (School).

  
Additional Director (NVEQF)  
for The Director General School Education  
Haryana, Panchkula

## Instructions for filling up the Performa

1. Books distribution detail, lists of contacts of Principals/Vocational Coordinators (School)/Vocational Teachers and Information required on the formats are enclosed. Please read them carefully before filling up the details.
2. Please fill each and every cell of this (with the help of Vocational Teacher (IT/ITeS)) as per record. Replace Second Skill with name of second skill introduced in your school with IT/ITeS.
3. If email Id of any officer/official has not been created till now (e.g. School or School Principal, Vocational Coordinator, Vocational Teacher (any skill)) then create it immediately with the help of Vocational Teacher (IT/ITeS) at G-Mail and mention in Performa. If possible add your latest photo on email Id.
4. Add full signatures in your email Id. i.e. full Name, Designation, School Name with code, Name of Distt.
5. Do not change your email Id. thereafter.
6. Always send data from Vocational Coordinator's Id only.
7. Always send data only at **nveqfharyana@gmail.com**.
8. Check the enclosed list of contacts carefully, if any mistake is there (like in contact no., email Id., designation/skill etc.), kindly mention it clearly and highlight with yellow colour (using Text Highlighting colour option).
9. Detail of Books distributed (Level 1 of each skill) as per office record is enclosed herewith. Detail of Teachers Manual is not mentioned in this because Teacher Manuals of IT/ITeS and Automobile Skills were handed over at the time of Teacher Training at **SCERT, Gurgaon**. Teacher Manuals of Retail Skill were sent with books. Teacher Manual of newly joined teachers of IT/ITeS and Security Skill may be pending. Same will be sent as and when ready.
10. If there is/are any difference of books received by you and issued by this office, kindly first confirm from the concerned officer/official. Contact detail of concerned officers/officials is mentioned below.
11. Check the Bank A/C No., IFSC Code, MICR Code, Branch Code, Branch Name, Bank Name carefully. It should be of NVEQF A/C only.
12. Fill up **N/A** for any field/cell not related to you.

# Performa

## NVEQF-A Pilot Project

Reporting Month: \_\_\_\_\_

1. District : \_\_\_\_\_
2. Name of School with code : \_\_\_\_\_
3. Employees Detail (if any details vary from enclosed then highlight the same with yellow color option please):

Sr. No.	Designation	Name	Email Id.	Phone
1	Principal			
2	Voc. Coordinator			
3	V.T. (IT/ITeS)			
4	V.T.(Second Skill)			

4. Students Detail:

Sr. No.	Skill	Class	Gen		BC-A		BC-B		SC		BPL		Total		Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	IT/ITeS	IX													
2	IT/ITeS	XI													
3	IT/ITeS	XII													
Sub Total (1+2+3) - A															
4	Second Skill	IX													
5	Second Skill	XI													
Sub Total (4+5) - B															
Grand Total (A+B)															

5. Books received:

Sr. No.	Description	Total Books required as per strength (9 <sup>th</sup> +11 <sup>th</sup> +12 <sup>th</sup> )	Books received			Mention Short or Excess, if any
			Up to 30.09.12 (A)	After 30.09.12 (B)	Total (A+B)	
1	Students Handbook (IT/ITeS) M-1					
2	Students Handbook (IT/ITeS) M-2					
3	Students Handbook (IT/ITeS) M-3					
4	Students Handbook (Retail)					
5	Students Handbook (Automobile)					
6	Students Handbook (Security)					
7	Teachers Manual (IT/ITeS) M-1					
8	Teachers Manual (IT/ITeS) M-1					
9	Teachers Manual (Retail)					
10	Teachers Manual (Automobile)					



**6. Computer Lab Detail:**

Sr. No.	Description	Computer Lab established by		
		Everonn	Core Media	Any other
1	Total Computer in Lab			
2	No. of Working Computers			
3	Operating System			
4	Projector (Installed or Not)			
5	Projector (Working or Not)			
6	Networking in Lab (Yes/ No)			
7	Networking status (Working or Not)			
8	Internet Connection (Available or Not)			
9	Internet Connection (Working or Not)			
10	Scanner (Working or Not)			
11	UPS (Mention KVA)			
12	UPS (Working or Not)			
13	Gen Set (Available or Not)			
14	Gen Set (Working or Not)			
15	Furniture for Students in Computer Lab (Available or Not Available)			

7. Name of Computer Lab used for NVEQF classes:

8. NVEQF Bank A/C Detail: Type of Account Operation: Single/ Joint

Account No.	IFSC Code	MICR Code (if any)	Branch Code	Bank & Branch Name

9. Detail of Sub Committee under the SMDC:

a) Whether separate Sub Committee as given at sr. no. 2 with functions as given at sr. no. 3 in memo. 1/1-2012 NVEQF Cell dated 20.09.2012 has been constituted (Yes/No):

b) Fill up the table:

Sr. No.	Name with designation in Sub Committee	Category & the area of specialization from where drawn	Phone No.
1			
2			
3			
4			

10. Funds received under NVEQF Pilot Project:

Sr. No.	Date of receiving Funds	Amount received under Salaries	Amount received under Office expenses/ Contingencies	Total Funds Received
1				

11. Month wise Expenditure Detail:

Sr. No.	Month	Salaries	Office expenses/ Contingencies	Total
1	August			
2	September			
3	October			
4	November			
5	December			
<b>Total Expenditure</b>				
<b>Balance Available</b>				

Remarks (problems/suggestions, if any):

Date:

Name of Vocational Coordinator  
with School Name, Code & Distt.



GOVERNMENT OF HARYANA/हरियाणा सरकार  
**Directorate School Education**  
**विद्यालय शिक्षा निदेशालय**

Directorate of School Education / विद्यालय शिक्षा निदेशालय

विद्या, संस्कृति एवं विकास  
Education, Culture and Development

तमसो मा ज्योतिर्गमय  
Lead me from Darkness to Light

Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana-134109(India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253  
कार्यालय: प्लॉट नं 1बी, शिक्षा सदन, सेक्टर 5 पंचकुला-134109 (भारत) दूरभाष : 91 (0172) 2560246 फैक्स 91 (0172) 2560253  
e-mail: edusecondaryhry@gmail.com - site: www.schooleducationharyana.gov.in

To

- 1) The District Education Officer(8 Districts)
- 2) The Principal's Concerned (40 schools)

**Memo No. NVEQF Cell/8/2012**

**Dated 3.12.2012**

Sub: Implementation of NVEQF pilot project.

It is a matter of great satisfaction and pride that Govt. of India selected only Haryana as one of the two States in the country to run a pilot project for introducing vocational courses at secondary Education level.

In this regard your institution is one out of the 40 institutions in the State where such courses have been introduced . Based on the success, feedback, Govt. of India would consider extending this programme across the country as a part and process of vocationalisation of Secondary Education for which State and Centre are committed to implement under NPE. Therefore you have special responsibility and accountability for the trust reposed in you to make this programme a great success.

In addition to providing faculty and vocational coordinators, the Department is implementing this programme in partnership with Wadhvani Foundation and active involvement of National Skill Council and Govt. of India . Officials from Wadhvani Foundation and Vocational Co-ordinators (Industry ) from HQ. have already started visiting your Institutions not only to record the progress what also to provide expert guidance where required. They will also interact with faculty to understand if there are any bottlenecks at grass root level and the Department would take prompt action in finding solutions for the same.

You may please ensure that you pay personal attention to the implementation of this programme, extend full co-operation to the officials visiting your institution to monitor the progress, supply necessary information/details as required by them and the Department from time to time

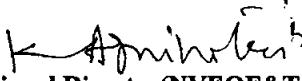
There is also provision for the construction of class rooms and labs for running these courses. Pending completion of infrastructure, necessary arrangements for the conduct of classes and practicals should be made by internal adjustment. This will be the personal responsibility of the Head of the Institution. In addition, keeping in view the fact the vocational courses under the pilot project were started late, the deficiency should be made by making arrangements for atleast two lectures per day for each subject. The faculty engaged

under the project should be fully engaged in the transaction of curriculum. Wherever there is a deficiency/shortcoming in the computer labs set up CORE/EVERON, prompt action in getting these rectified be taken by taking up the matter with the company representative under intimation to the Directorate.

In addition each principal should ensure the following:

- a) Ensure 100% attendance of students in the classes for class 1X, XI and XII respectively.
- b) Visit Vocational education classes once a while so as to encourage the students and also enquire their concerns if any.
- c) Organize monthly meetings of the SMDC sub groups and ensure enhanced involvement of the members of the sub groups for execution of Vocational courses. especially when it comes to ensuring participation of students, field visits, purchase of equipment and construction etc.

Please acknowledge the receipt of this commission and ensure compliance accordingly.

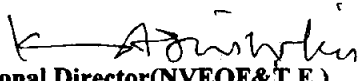
  
**Additional Director(NVEQF&T.E.)**  
**For Director School Education**  
**Haryana Panchkula**

**Endst. No. Even**

**Dated 3.12.2012**

A copy for information and necessary action is forwarded to the following :-

- 1 Ms Rekha Menon, Wadhvani Foundation.
- 2 Assistant Director ICT in the Directorate.
- 3-10 For internal circulation.

  
**Additional Director(NVEQF&T.E.)**  
**For Director School Education**  
**Haryana Panchkula**

CC: 1) PS/PSSE

2) PS/DGSE



GOVERNMENT OF HARYANA / हरियाणा सरकार  
**Directorate School Education**  
**विद्यालय शिक्षा निदेशालय**

शिक्षा, संस्कृति एवं विकास  
 Education, Culture and Development



तमसो मा ज्योतिर्गमय  
 Lead me from Darkness to Light

Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana 134109 (India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253  
 कार्यालय: प्लॉट नं० 1बी, शिक्षा सदन, सेक्टर 5 पंचकुला-134109 (भारत) दूरभाष : 91 (0172) 2560246 फैक्स 91 (0172) 2560253  
 e-mail: edusecondaryhry@gmail.com - site: www.schooleducationharyana.gov.in

To

The Principal's Concerned (40 schools)

Memo No. NVEQF Cell/8/2012/214

Dated 4.12.2012

**Sub: Setting up of Automobile, Security & Retail Laboratory in schools under NVEQF pilot project- Procurement of Equipment.**

As you are aware in addition to IT/ITEs subject introduced under NVEQF pilot project in 40 identified schools in 8 districts, Automobile, Security and Retail subjects have been introduced in 5,17 and 18 schools respectively.

Matter regarding procurement of equipment for curriculum transaction in these vocational courses has been considered by the State Government, Since requirement of IT/ITEs subject are presently being met through already set up ICT labs in the Schools, initial requirements in the remaining three subjects have been worked out.

In view of Govt. of India guidelines/scheme for the implementation of the centrally sponsored pilot project under NVEQF, State Govt. have approved the proposal to order procurement of necessary equipments through Sub Committee of each school comprising of three members from SMDC including the Chairman of the SMDC, three official members – Vocational Coordinator (School), Vocational Teacher and the Head of the Institution i.e. Principal. However, keeping in view the equipment to be used, representative of district Industry/technical education Department, Representative from Sector skill Council be included in the Sub Committee for the purpose of procurement. Wadhvani Foundation representative will coordinate with Sector Skill Council to ensure their participation. The list of tools and equipments required to be procured are enclosed in Annexure I,II & III. In case of automobile equipment, the proposal is to buy second hand equipment as the cost of new equipment is quite prohibitive and the students can have advantage to experiment through dismantling and joining /fixing by trying their hands on old equipment freely.

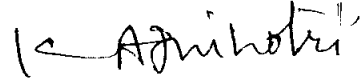
The Sub Committee as a first priority procure the equipment from the rate contract list. In case the item is not on the rate list, it should be procured from the authorized dealer of the company by inviting quotations on competitive rates. Similar procedure for inviting quotations in case of 2<sup>nd</sup> hand equipments required for automobile subject be adopted.

— 2 —

All the formalities be completed and the order be kept ready and placed with the concerned dealers on the receipt of financial sanction from the State Govt. The heads of the institution must follow financial procedure and there should not be any compromise in regard to quality and specification as approved.

Pending completion of infrastructure i.e. setting up of labs, the equipment should be put to use by making alternate arrangements in the existing buildings.

Please ensure prompt and strict compliance accordingly on top priority basis.



**Addl. Director (NVEQF&TE)  
For Director General School Education  
Haryana Panchkula**

**D.A. Annexure- I-III**

- CC: (1) PS/PSSE  
(2) PS/DGSE  
(3) Mr. Ajay Goel Wadhvani Foundation  
(4) Ms. Rekha Menon, Wadhvani Foundation  
(5-12) District Education Officer, Ambala, Yamuna Nagar, Rohtak, Jhajjar, Gurgoan,  
Faridabad, Palwal & Mewat.  
(13-16) For internal circulation.

# Annexure I

## LIST OF TOOLS AND EQUIPMENT REQUIRED FOR RETAIL SKILL LAB SETUP IN EACH OF 18 SCHOOLS

Sl.No	Equipment	(Approx. Prize)
1	Shelves for Stacking Products	1000/-
2	Shopping Cart	1000/-
3	Signage Board Retail	4000/-
4	Offer Signages	4000/-
5	Big Poster (POS) for offer related advertisement	1200/-
6	Card Swipping Machine	10000/-
7	Gondolas	1000/-
8	Products for display (Dummy cameras & Mobiles)	5000/-
9	Danglers	100/-
10	Coupons & Vouchers	250/-
11	Credit notes	250/-
12	Currency notes of different Denominations	4500/-
13	Carry Bags	100/-
14	Physical Bill Copy	200/-
15	Bar Code Machine	4000/-
Total		36600/-

**Note:-** Scale – One item each for a Laboratory/Model Room.

One item each for 30 students/per class.

*Shivra Sengal*

*(Shivra Sengal)*

*Vocational coordinator Retail*

*R*

*- 2*

Sl.No	Name of Schools
1	GSSS Matan Hail {Jhajjar} [3070]
2	GGSSS Ambala City (Police Line) {Ambala} [143]
3	GGSSS Faridabad (N.I.T No.5) {Faridabad} [1176]
4	GGSSS Sohna {Gurgaon} [852]
5	GMSSSS Sanghi {Rohtak} [2861]
6	GGSSS Hodal {Palwal} [981]
7	GGSSS Meham {Rohtak} [2667]
8	GGSSS Pataudi {Gurgaon} [863]
9	GMSSSS Gurgaon (Sushant Lok) {Gurgaon} [5520]
10	GSSS Samlehri {Ambala} [38]
11	GSSS Chhapra [154]
12	GSSS Jagadhri {Yamuna Nagar} [179]
13	GMSSSS Dhatir {Palwal} [1005]
14	GGSSS Ballabgarh {Faridabad} [957]
15	GGSSS Noona Majra {Jhajjar} [3091]
16	GSSS Sarai Khawja {Faridabad} [998]
17	GSSS Chhachharauli {Yamuna Nagar} [205]
18	GSSS Daultabad {Gurgaon} [864]


Shivina Sengal R



## Annexure II

List of Tools & Equipments Required For Automobile Skill Lab Set Up in <sup>each of</sup> Five Schools				
Sl.No.	Name of the Items	Specification/Make	Qty.	Approximate Price
1	Engine Petrol	Four Cylinder, 796 cc, 36 PS	Ea-5	Rs. 5200/-per engine
2	Clutch System	Of Four Wheeler	Ea-5	Rs.3500/- per system
3	Gear Box	Of Four Wheeler	Ea-5	Rs.4500/-per Gear Box
4	Propeller shaft	Of Four Wheeler	Ea-5	Rs.1200/-per shaft
5	Differential	Of Four Wheeler	Ea-5	Rs.5500/-per Differential
6	Starter Motor	Of Four Wheeler	Ea-5	Rs.2500/-per starter
7	Alternator	Of Four Wheeler	Ea-5	Rs.2500/-per Alternator
8	Steering System	Of Four Wheeler	Ea-5	Rs.3000/-per Steering System
9	Brake System Hydraulic	Of Four Wheeler	Ea-5	Rs.2500/-per Brake System
10	Brake System Air Assisted	Of Four Wheeler	Ea-5	Rs.3000/-Per Brake Air System
11	Fuel Pump	Of Four Wheeler	Ea-5	Rs.2000/-per Fuel Pump
12	MPFI Pump	Of Four Wheeler	Ea-5	Rs.3000/-per Pump
13	Water Pump	Of Four Wheeler	Ea-5	Rs.1500/-per Water Pump
14	Radiator	Of Four Wheeler	Ea-5	Rs.4000/-per Radiator
15	Fuel Filter	Of Four Wheeler	Ea-5	Rs.100/-per Fuel Filter
16	Oil Filter	Of Four Wheeler	Ea-5	Rs.150/-per Oil Filter
17	Tool Trolley for Motor Mechanic	Taparia	Ea-5	Rs.12000/-per Tool Trolley
18	Work Bench	Of Four Wheeler	Ea-5	Rs.3000/-per Work Bench
19	Tray Cleaning	size 45x30 cm	Ea-5	Rs.350/- per Tray
			<b>Total</b>	<b>Rs.59500/-</b>

**Note:** These above equipments may be purchased of any **Four Wheeler** or of **Maruti Van** Tools should be of Taparia or Genuine tools from authorized company.



(RP Verma)  
Vocational Coordinator (Industry)  
Automobile Skills

- 2

<b>Sl.No</b>	<b>Name of Schools</b>
1	GMSSSS Barara {Ambala} [13]
2	GSSS Gurgaon {Gurgaon} [845]
3	GSSS Nagina {Mewat} [873]
4	GSSS Kalanaur {Rohtak} [4214]
5	GSSS Bahadurgarh {Jhajjar} [3109]

**LIST OF TOOLS AND EQUIPMENT REQUIRED FOR SECURITY SKILL LAB SETUP  
IN EACH OF 17 SCHOOLS**

Sl.No	Equipment	(Approx. Prize)
1	Hand held metal detector	2200/-
2	Door frame metal detector	24500/-
3	Under chassis inspection mirror	3500/-
4	Rescue stretcher	2000/-
5	Water CO2 extinguisher empty 9Ltr	1600/-
6	Water CO2 extinguisher empty 9Ltr	1600/-
7	Dry chemical powder(DCP) Type extinguisher 5Kg	1500/-
8	DCP Portable extinguisher(empty)	1500/-
9	CO2 Fire extinguisher (empty) 4.5Kg	4600/-
10	Fire Demo Tray(3x3ft, 2" depth)	500/-
11	Fire Hydrant	3000/-
12	Fire Hose with Nozzles and Couplings	5100/-
13	Fire Fighting Hook	650/-
14	Fire Fighting Hammer	675/-
15	Fire Fighting Axe	675/-
16	Fire Beater	750/-
17	Fire Fighting Buckets	150/-
18	I Cards to include Sample/Visitor/Temporary/Smart Cards	50/-
19	One set of a Uniform to include all items worn by a security Guard	1000/-
20	One complete First Aid Kit / Equipment	350/-
21	Model of CCTV System	8000/-
22	Model of Fire Alarm System	15000/-
23	Model of Smoke Detector System	1650/-
24	Public Address System	2500/-
25	Hooters and Alarms	1250/-
26	Wireless Radio Sets with Base Station	3500/-
27	Training Charts	1000/-
28	Seat Harness	2700/-

*Mamda*  
Vocational Coordinator Industry  
(Security)

*R*

29	Full Body Harness	2750/-
30	Pulleys	2500/-
31	Mannequins	3250/-
32	One Way Mask	50/-
33	Air Rifle	2500/-
34	Air Pistol	2500/-
	Total	1,16,550/-

**Note:-** Scale – One item each for a Laboratory/Model Room.

One item each for 30 students/per class.

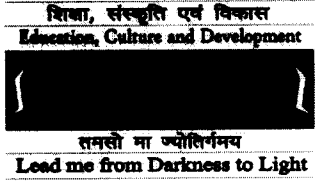
SI No	Name of Schools
1	GSSS Naneola (95) Ambala
2	GSSS Rohtak (2672) Rohtak
3	GSSS Mustfabad (184) Yamunanagar
4	GSSS Naraingarh (30) Ambala
5	GSSS Beri (3261) Jhajjar
6	GMSSS Bilaspur (175) Yamunanagar
7	GSSS Uncha Gaon (1082) Fridabad
8	GSSS Palwal (1008) Palwal
9	GSSS Jhajjar (3099) Jhajjar
10	GSSS Hathin (979) Palwal
11	GSSS Faridbad (N.I.T No1 Tikona Park 971) Fdb
12	GSSS Firozpur Jhirka (884) Mewat
13	GSSS Lakhan Majra (2665) Rohtak
14	GSSS Taoru (866) Mewat
15	GSSS Khizrabad (4059) Yamunanagar
16	GSSS Ugala (001) Ambala
17	GSSS Hassanpur 1003 Palwal

*V. J. Jha*  
Vocational Coordinator Industry  
(Security)





GOVERNMENT OF HARYANA / हरियाणा सरकार  
**Directorate School Education**  
**विद्यालय शिक्षा निदेशालय**



Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana 134109 (India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253  
 कार्यालय: प्लॉट नं 1बी, शिक्षा सदन, सेक्टर 5 पंचकुला-134109 (भारत) दूरभाष : 91 (0172) 2560246 फैक्स: 91 (0172) 2560253  
 e-mail: edusecondaryhry@gmail.com - site: www.schooleducationharyana.gov.in

**Meeting**  
**27.12.2012**

To

The Principal's Concerned  
 (40 Schools)

Memo No: - NVEQF Cell/2012/227

Dated 17.12.2012

**Subject:- Meeting to review progress of implementation of NVEQF Pilot Project .**

A meeting on the subject cited above has been fixed for 27-12-2012 at 11.00AM in SCERT Haryana Gurgaon.

The meeting will be chaired by Principal Secretary to Govt. of Haryana, School Education Department, Chandigarh.


You are requested to ensure that you personally along with the vocational coordinator attend the meeting as per date, time and venue given above and report your presence by 10.30 am sharp. You will also be required to make a 5 minute presentation on the status of NVEQF in your school. A hard copy of the presentation is to be delivered to the NVEQF Team at the time of reporting.

The suggested guidelines for the presentation are as follows:

- Tools and strategies used for implementation of NVEQF by School Principals**
- Total time for presentation will be 5 minutes.
  - Optimum utilization of existing school resources and manpower.
  - Awareness generation of NVEQF
  - Selection and enrollment of students.
  - Addressing the threats of introducing applied learning trades
  - Merging the role of Vocational teachers with that of regular school teachers.
  - Understanding your own role and that of vocational coordinator.

- Timetable adjustments to ensure daily two periods are allocated for applied learning trades.
- Regular Attendance of the students.
- Steps to ensure computer labs are functioning and also available to the students
- Organizing field trips. Budget utilization,
- Concerns,
- Areas of improvement,
- Support required from NVEQF Team
- Any other point .


**Agenda for the meeting is enclosed**

  
**Addl. Director (NVEQF&TE)**  
**For Director General School Education**  
**Haryana Panchkula**

**Endst. No Even**

**Dated 17.12.2012**

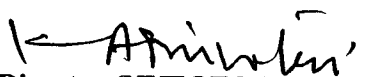
A copy is forwarded to Sh. Ajay Mohan Goel, Director, Wadhvani Foundation. He is requested to please make it convenient to attend the meeting alongwith his team M/s Renu Suri and M/s Rekha Menon.

  
**Addl. Director (NVEQF&TE)**  
**For Director General School Education**  
**Haryana Panchkula**

**Endst. No Even**

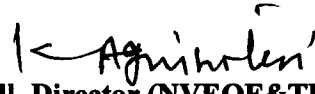
**Dated Panchkula, the 17.11.2012**

A copy for information and necessary action is forwarded to Director SCERT Haryana, Gurgaon. She is requested to make it convenient to attend the meeting. There will be about 100 participants. Arrangements for holding the meeting may also be made.

  
**Addl. Director (NVEQF&TE)**  
**For Director General School Education**  
**Haryana Panchkula**

**Endst. No Even****Dated 17.12.2012**

A copy for information and necessary action is forwarded to Director, Academic Haryana Board of School Education, Bhiwani. He is requested to make it convenient to attend the meeting.



**Addl. Director (NVEQF&TE)**  
**For Director General School Education**  
**Haryana Panchkula**

**Endst. No Even****Dated 17.12.2012**

A copy for information and necessary action is forwarded to Executive Engineer (C&M), HSSPP, Panchkula with a request to make it convenient to attend the meeting.



**Addl. Director (NVEQF&TE)**  
**For Director General School Education**  
**Haryana Panchkula**

**Endst. No Even****Dated 17.12.2012**

A copy for information and necessary action is forwarded to the following :-

- 1 PS/PSSE for kind information to W/ Principal Secretary to Govt. Of Haryana, School Education Department, Chandigarh.
- 2 PS/DGSE for kind information of Director General School Education, Haryana, Panchkula.



**Addl. Director (NVEQF&TE)**  
**For Director General School Education**  
**Haryana Panchkula**

**Endst. No Even****Dated 17.12.2012**

A copy for information is forwarded to the DEOs (8 districts). They may please ensure that only the Principals and the Vocational Coordinators of the Schools running NVEQF pilot project attend the meeting.



**Addl. Director (NVEQF&TE)**  
**For Director General School Education**  
**Haryana Panchkula**

-4-

**AGENDA**

<b>Sr. No</b>	<b>Program</b>	<b>Time</b>	<b>Resource person</b>
1	Welcome	11:00 to 11: 05	Add. Director (NVEQF)
2.	Opening remark	11:05 to 11:15	FC&PS (SE)
3.	Strategies adopted by School principals .Presentation by Principals and VC with regard to Implementation of the NVEQF pilot	11:15 to 2:00	From each zone (5minutes for each ppt)
4.	Field visit and specific concerns at school levels	2:30 to 3:00	WF & Industry Coordinator
5.	Roles & Responsibility of Principal & Vocational Coordinator	3:00 to 3.30	WF
6	Assessment and Certification	3:30 to 3:45	Director (Academics), School Education Board, Bhiwani
7.	Procurement of Equipments & Setting up of Lab	3:45 to 4:15	Industry Coordinator & WF
8.	Monitoring & Documentation	4:15 to 4:30	APO
9.	Execution of Civil Work	4:30 to 4:40	XEN(C&M), HSSPP
10	Any other item /issued with the approval of Chairperson	4:40 to 5:10	
11.	Open discussion & Vote of Thanks	5:10 to 5:30	NVEQF Team





## Important/NVEQF-A Pilot Project

From

The Director General  
Secondary Education, Haryana  
Shiksha Sadan, Sector-5 Panchkula

To

The Principals,  
List enclosed

Memo. No. 6/2-2012 (NVEQF Cell)  
Dated: 10.01.2013

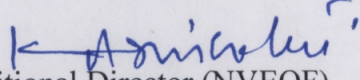
Subject: Minutes of Meeting to review the progress regarding implementation of NVEQF-A Pilot Project.

\*\*\*\*\*

Please refer to the subject cited above.

A meeting to review the progress regarding implementation of NVEQF-A Pilot Project was held in the conference hall of SCERT, Gurgaon on 27.12.2012. The meeting was chaired by Worthy Principal Secretary to Govt. Haryana School Education Department, Chandigarh.

A copy of the minutes of meeting under reference is enclosed. You are requested to ensure follow-up action for the implementation of decisions taken in the meeting & send action taken report to NVEQF Cell within ten days.

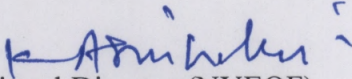
  
Additional Director (NVEQF)  
for The Director General School Education  
Haryana, Panchkula

Endst. No. 6/2-2012 (NVEQF Cell)

Dated: 10.01.2013

Copy of the above is forwarded to the following for information and necessary action:

1. The Director, Board of School Education, Haryana, Bhiwani
2. Sh. Ajay Mohan Goel, Director (Academic), Wadhwani Foundation.
3. Smt. Rekha Menon, Program Coordinator, Wadhwani Foundation.
4. The Executive Engineer (C&M), HSSPP, Panchkula.
5. The District Education Officer (Concerned).
6. Vocational Coordinator (Industry) in Retail, Automobile and Security skill.
7. All Concerned Vocational Coordinator (School).

  
Additional Director (NVEQF)  
for The Director General School Education  
Haryana, Panchkula

CC: 1. PS/PSSE  
2. PS/DGSE  
3. PS/SPD, HSSPP

**Subject: Minutes of the meeting to review the progress regarding implementation of NVEQF- APilot Project**

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A meeting to review the progress regarding implementation of NVEQF – a Pilot Project was held on 27.12.2012 in the Conference Hall of SCERT Haryana, Gurgaon. The meeting was chaired by Principal Secretary to Government of Haryana, School Education Department and attended by NVEQF team, representatives of WF, Principals and vocational coordinators of 40 schools where the project is being implemented. The list of participants is as per Annexure-1.

Additional Director NVEQF in the welcome address while welcoming all present, put on record that it is matter of great pride and honour that Haryana is the first state selected for launching the Pilot Project. The selection has been possible due to the well conceived project strategy submitted by the state government to the Central Government . It is because of the vision, passion and whole hearted devotion and dedication of the team at Department of School Education in the state by our W/PSSE that Haryana has been able to carve out a niche at national level. Therefore the responsibility to make the project a success now entirely falls on the shoulders of field functionaries and for that every support would be available from the State headquarters.

Worthy Principal Secretary to Government of Haryana, School Education Department in her opening remarks emphasized the importance of the project being innovative and skill oriented which is the need of the hour. In view of the importance being given to the Project at national level especially based on our feedback, the scheme would be introduced/extended to the whole of country by the MHRD, Govt. of India., all eyes are on us. The need is therefore to spare no efforts in making the project a success by closely monitoring each and every aspect. Hence a word of caution in this regard. Thereafter the agenda was taken up for deliberations.

1. **(i) Strategies adopted by School Principals- Presentation by Principals and VCs with regard to implementation of the NVEQF pilot project**  
**(ii) feedback based on field visits by NVEQF team and WF.**

All the Principals of 40 schools had been asked to come prepared with their presentations highlighting the strategies adopted by them, action taken, further action planned and bottlenecks if any. Through a random selection the following principals were chosen to make their presentations:-

<b>Sr. No.</b>	<b>Name of School</b>	<b>District</b>
1.	GSSS, NIT-5	Faridabad
2.	GSSS, Samalheri,	Ambala
3.	GSSS, Daultabad	Gurgaon
4.	GSSS, Police Line	Ambala
5.	GSSS, FerozepurJhirka	Mewat
6.	GSSS, Kalanaur	Rohtak
7.	GSSS, Khizarbad	Yamuna Nagar
8.	GSSS, Hasanpur	Palwal
9.	GGSSS, NunaMajra	Jhajjar

Based on the interaction with the participants, the following decisions were taken for follow up action.

1. It is to be ensured that the curriculum for level-1 is to be completed on time. Where it has not been possible to do so in view of the project having been started late or for any other reason, the Principals are required to arrange extra classes- **action by Principals.**
2. Linkage with industries tie-ups being important and crucial for the exposure of students and their placements for which vocational coordinators are to play an important role, it was decided to organize special training for vocational coordinators in this regard- **action by WF and Vocational Coordinators (industry) in NVEQF cell.**
3. Meetings of sub-committee of SMDC as constituted for the implementation of the project at school level need to be held regularly. The participation of the parents has to be ensured. For this the number could be increased so as to

involve those parents who are active and take keen interest in the development of school as a whole- ***action by Principals.***

4. The time table for vocational courses has to be integrated with the school time table. In case still periods are required to be taken in extended school timings, this should be attempted by taking the parents to in confidence. In case of girls it has to be ensured that a regular lady teacher also stays back during extended period – ***action by Principals.***
5. Vocational courses being basically and pre-dominantly skill and practical oriented, optimum use of computer labs has to be ensured. For extra time, extra amount for the lab attendant and the teacher can be considered with approval- ***action by Principals.***
6. In view of Internet connectivity problem in GSSS, Samalheri (Ambala), DC Ambala is to be requested to take up the matter with BSNL for providing Broadband connectivity to the school – ***action by Principal/NVEQF team.***
7. Each vocational coordinator would immediately interact with the identified industry, plan students visits, arrange on the job training and submit their plans to WF and NVEQF team – ***action by Vocational coordinators/Principals.***
8. There is a provision to invite guest faculty. VCs and the Principals are to immediately identify such guest faculty from the relevant industry and arrange lectures and send report to WF and NVEQF team – ***action by VCs and Principals.***
9. The progress in regard to efforts being put in by each of the functionaries associated with the project would be closely monitored by WF and the best performer would be honoured/awarded and for this WF will come up with a suitable proposal – ***action by WF.***
10. The vocational teachers and the vocational coordinators will maintain a daily diary which would contain daily, weekly and monthly planner and the task accomplished. This would be regularly checked by Head of the institutions and inspected by WF and NVEQF team – ***action by vocational teachers/vocational coordinators/Principals/WF/NVEQF team.***

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11. It has to be ensured that the Everonn and Core computer labs computer labs maintained by these two companies are functional without any obstruction. Any non-functionality in this regard should be immediately brought to the notice of company and the department- **action by Directorate (for issuing instructions) and Principals.**
12. In some labs, shortage of systems, furniture and other items were highlighted – Principals were asked to send their requirement on the format which was given to them in the meeting- **action by Principals.**
13. Performance of the functionaries of GSSS, Lakhanmajra (Rohtak) and GSSS Bhiwani Road (Rohtak) was not found up to the mark. Representative of WF would thoroughly investigate the matter and submit report – **action by WF.**
14. Principals would assess the requirements in regard to increase in the strength of existing skills/addition of skills from ensuing academic session and submit detailed proposals to the department – **action by Principals.**


## **2. Roles and responsibilities of Vocational Coordinators and Principals.**

A Presentation on roles, responsibilities of Vocational Coordinators and Principals was made by WF. It was decided that it would be circulated to the Heads of the Institutions for their guidance and compliance – **action by NVEQF team.**

## **3. Assessment and certification**

Director Academic, Board of School Education, Haryana, Bhiwani briefed the participants regarding scheme of assessment, certification of the students having taken up vocational skills as also the place of the subject in the scheme of studies. It was decided that the Board would circulate there for the guidance of Principal – **action by BOSE Bhiwani.**

## **4. Procurement of equipments and setting up of Labs.**

 The detailed guidelines and the list of equipment to be procured were discussed at length. No issues in regard to procurement of equipment for automobile and security skill were raised. It was therefore decided that the

principals would place the orders accordingly by strictly following the laid down procedure and send a copy for approval and release of funds. In regard to skills in Retail, the department would send specification based on which the principals would place orders for procurement/take action as decided in case of other two skills – action by principals/NVEQF team.

#### **5. Monitoring and documentation**

A presentation on this was made by APO. It was decided that these details will also be made to all the heads of institutions for their guidance and compliance – **action by APO/Principals.**

#### **6. Execution of civil works**

The designs prepared by HSSPP were discussed in the meeting. It was also explained that though specifications for classrooms/workshops/office room has been given in the financial sanction yet as per GOI guidelines the specifications would be as applicable under RMSA. It was decided that the Parishad would immediately depute teams to inspect these 40 schools. The teams after the inspection of school campus, existing infrastructure in consultation with Head of Institutions would submit proposals for the execution of civil works proposing therein single story, double story, construction on the already constructed rooms etc. The process should be completed within two weeks and tenders be floated accordingly – **action by XEN (C & M) HSSPP.**

#### **7. Any other item**

At the end difficulty in regard to printing of text books for the related skills by the printing and stationary department was highlighted. There has been inordinate delay in the printing.

This pilot project is to be implemented in a fixed time frame and feedback is to be submitted to Government of India. There has been short supply of books in automobile skill which has not been made good. The problem will be more serious as PSSCIVE Bhopal which is responsible for drafting and supplying

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course content, is yet to supply material for level-2. It was therefore decided that  
the printing be out sourced. For this WF will put up a proposal- **action by WF.**

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The meeting ended with a vote of thanks to the chair.

Adml. Dir. (NVECF & TE) / Hony. Advisor

Handwritten notes in blue ink, including the number 25 and the name MICARDIA.

**Meeting held in Conference Hall, SCERT, Gurgaon on 27.12.2012**

**Sh./Smt.**

**Present**

1	Surina Rajan (I.A.S.)	Principal Secretary to Govt. Haryana School Education Department, Chandigarh-In Chair
2	K K Agnihotri	Additional Director (NVEQF & TE)
3	Sneh Lata	Director, SCERT, Gurgaon
4	Naresh Salwan	Director (Academic), Board of School Education, Haryana, Bhiwani
5	Ajay Mohan Goel	Director, Wadhvani Foundation
6	Rekha Meneon	Program Coordinator, Wadhvani Foundation
7	Arun Kumar Sethi	Executive Engineer (C&M), HSSPP
8	Ashwani Narula	Executive Engineer, HSSPP
9	Shiv Prasad Thalla	Program Coordinator, Wadhvani Foundation
10	Ajay Mohan Goel	Assistant Project Officer (NVEQF)
11	Ram Prasad Verma	Vocational Coordinator (Industry)-Automobile
12	Maninder Singh Gill	Vocational Coordinator (Industry)-Security
13	Shikha Sehgal	Vocational Coordinator (Industry)-Retail
14	Mani Ram Kharg	Supd., Board of School Education, Haryana
15	Santosh	Assistant, Board of School Education, Haryana

S.N.	Schools	Principal/Incharge	Name of the candidate
1	GSSS Naraingarh 30	Jagdev Singh	Balvinder Singh
2	GSSS Samalheri 38	Renu Bala Gupta	Jatinder Kaur
3	GSSS Ugala 1	Ranbir Singh	Vishal Sharma
4	GGSSS Ambala City Police Line 143	Kanwaljeet Kaur	Anju Rai
5	GSSS Chhapra 154	Mahender Pal	Gurmail Singh
6	GSSS Naneola 95	Banarsi Das	Krishna
7	GMSSSS Barara 13	Rajbir Singh	Sanjiv Kumar
8	GSSS Sarai Khawaja 998	Manoj Kumar	Prem Chand
9	GSSS Uncha Gaon 1082	Sadhna Chaudhary	Varinder Singh Yadav
10	GGSSS Ballabgarh 957	Neelam Sharma	Shri Pal
11	GGSSS Faridabad NIT No. 5 1176	Kiran Kaushik	Sunil Kumar
12	GSSS Faridabad NIT No. 1 Tikona Park 971	Jai Lata Sharma	Brinder Kumar
13	GMSSSS Dhatir 1005	Surender Kumar	Seema Hans
14	GSSS Nagina 873	Saddiq Ahmed	Mohd. Sahid
15	GSSS Gurgaon 845	Jagdish Chander Dhillon	Sunita Rani
16	GSSS Daultabad 864	Ravinder Singh	-----
17	GMSSSS Sushant Lok 5520	Surinder Kaur	Raj Rani Sapra
18	GSSS Firozpur Jhirka 0884	Hasan Mohd.	Rakesh Kumar
19	GGSSS Sohna 852	Santosh Kumari Jain	Sunita Panwar
20	GGSSS Pataudi 863	Tara Chand Yadav	Leela Devi

P.T.O.



21	GSSS Tauru 866	Chandra Prakash	Lal Bahadur
22	GSSS Beri 3261	Sukhbir Singh	Chand Singh
23	GSSS Jhajjar 3099	Ranbir Singh Kadian	Subash Deswal
24	GSSS Matan Hail 3070	Kashmir Singh Suhag	Sanjay Kumar
25	GGSSS Noona Majra 3091	Shanti Devi	Rajbir Singh
26	GSSS Bahadurgarh 3109	Ajay Kumar	Ved Prakash
27	GGSSS Hodal 981	Sugar Singh	Naresh Kumar
28	GSSS Palwal City 1008	Ashok Kumar Baghel	Rajbir Singh
29	GSSS Hassanpur 1003	Shyam Lal Sharma	Dayanand
30	GSSS Hathin 979	Manoj Mittal	Yashpal Sharma
31	GSSS Kalanaur 4214	Asha Dahiya	Sanjeev Kumar
32	GSSS Lakhan Majra 2665	Satyawan Dhull	Jagbir Singh
33	GGSSS Meham 2667	Sarita Vashista	Dilawar Singh Siwach
34	GMSSSS Sanghi 2681	Jaipal Singh Dahiya	Surendra Singh
35	GSSS Rohtak, Bhiwani Road 2672	Baljit Singh	Taj Kumari
36	GMSSSS Bilaspur 175	Ram Pal Rathi	Gian Chand
37	GSSS Jagadhari 179	Surmukh Singh Gill	Jasbir Singh
38	GSSS Khizrabad 4059	Sunita Gupta	Charanjeet Singh Chahal
39	GSSS Chhachhrauli 205	Sumer Chand	Sanjay Kumar
40	GSSS Mustafabad 184	Ram Parkash	Gurmeet Singh

14	Mani Ram Khatra		
13	Satish		
12	Name of the candidate	Principal/charge	
11	Rajinder Singh	Jagdev Singh	GSSS Naraingarh 30
10	Jatinder Kaur	Renu Bala Gupta	GSSS Samalpur 38
9	Vijal Sharma	Kandir Singh	GSSS Udaipur
8	Anju Rai	Kanwaljeet Kaur	GSSS Ambala City Police Line 143
7	Gurmail Singh	Rajender Pal	GSSS Chhapra 154
6	Krishna	Ranajit Das	GSSS Naincola 92
5	Sanjay Kumar	Rajbir Singh	GMSSSS Baria 13
4	Ram Chand	Manoj Kumar	GSSS Sarti Khawala 998
3	Vandana Singh Yadav	Sachin Chaudhary	GSSS Tucha Gaon 1082
2	Shri Lal	Neham Sharma	GSSS Ballabgarh 927
1	Sanil Kumar	Kiran Kaushik	GSSS Faridabad NIT No. 5 1176
	Prinder Kumar	Jai Lata Sharma	GSSS Faridabad NIT No. 1 Tikona Park 971
	Sema Hans	Surender Kumar	GMSSSS Dhara 1002
	Mohd Sabid	Sabbir Ahmad	GSSS Noida 873
	Sonia Rani	Jagdish Chander Dhillon	GSSS Gurgaon 842
		Ravinder Singh	GSSS Daulatabad 864
	Raj Rani Sabar	Santander Kaur	GMSSSS Sushant Lok 2520
	Rakesh Kumar	Haran Mohd	GSSS Ferozpur Jinka 0284
	Sonia Panwar	Santosh Kumar Jain	GSSS Sohna 832
	Lata Devi	Lata Chand Yadav	GSSS Patana 863

P.T.O.



GOVERNMENT OF HARYANA / हरियाणा सरकार  
**Directorate School Education**  
**विद्यालय शिक्षा निदेशालय**

शिक्षा, संस्कृति एवं विकास  
 Education, Culture and Development  
 समसी मा ज्योतिर्गमय  
 Lead me from Darkness to Light

Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana 134109 (India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253  
 कार्यालय: प्लॉट नं 1बी, शिक्षा सदन, सेक्टर 5 पंचकुला-134109 (भारत) दूरभाष : 91 (0172) 2560246 फैक्स: 91 (0172) 2560253  
 e-mail: edusecondaryhry@gmail.com - site: www.schooleducationharyana.gov.in

## Important

To

The Principal's Concerned  
 (40 Schools)

Memo No: - NVEQFCeII/2012/228

Dated 17.12.2012

**Sub: Guidelines regarding field visits under NVEQF pilot project.**

As you are aware, NVEQF pilot project is being implemented in 40 identified schools in the State and your institution is the one having been allotted the project. Accordingly IT/ITEs has been introduced in all these schools. 2<sup>nd</sup> vocational subject introduced is either Retail or Security or Automobile. In addition, the course content has divided into 4 levels from 9<sup>th</sup> to 12<sup>th</sup> Classes. Level-I has been introduced in class IX which will be completed during the current academic session, whereas the students who have taken up this subject in class 11<sup>th</sup> and 12<sup>th</sup>, they will be completing level -I & II put together during the current academic session.

Industry visit is an essential part for the transaction of the curriculum as the emphasis is on overall development of skills of the students and they are required to undergo practical training in a designed fashion.

Keeping in view the design of the course content, the skills and the competency expected from the students, Industry visit has been made an essential feature of this programme.

Some of the Head of the Institutions have already planned /executed the plan of conducting Industry visits. There is a specific provision of funds for the implementation of this programme.

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The matter has been under active consideration of the department and the department in consultation with Wadhvani Foundation has finalized guidelines for the conduct of such visits.

### Process

- 1) It will be the duty of Vocational Coordinator to have close liaison with the Industry and to plan such visits. Once a contact is established with the Industry relevant to the subject being taught, the vocational Coordinator along with vocational teacher would plan visit in consultation with Head of the institution.
- 2) Vocational Coordinator must visit the place of visit prior to the actual visit of the students
- 3) Choose to take the students preferable during the non peak business hours.
- 4) The staff at the organization to be visited must spend time with the students.
- 5) The staff of the organization should brief the students about their organization, business, operations, etc.
- 6) Each institution should organize these visits as per the following plan:-

<b>Maximum 3 Industry visit in one Academic Year</b>		
1	Ist Industry Visit	After completion of unit 1 & 2
2	2 <sup>nd</sup> Industry visit	After completion of unit 3,4
3	3 <sup>rd</sup> Industry Visit	After completion of course content –Level I

Once a proposal is finalized, the same is to be submitted to the Department through email with a copy to Wadhvani Foundation and Vocational Coordinator-Industry in the Department. The proposal should contain the following details:-

- 1 Plan/Plans identified for such a visit.
- 2 Students who have opted the course should be the part of visit.
- 3 Vocational Teachers and Vocational Coordinators must accompany the students. In case there are girls students too and the vocational Teacher and

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Vocational Coordinator both of them happen to be male, a lady teacher should accompany the girl students in addition to Vocational Coordinator and Vocational Teacher.

- 4 The visit is to be conducted by hiring Haryana Roadways buses. In case of non availability, buses from the private registered operators be hired on competitive rates but the rates should not be higher than the rates quoted by Haryana Roadways. The visits are to be so planned that the students are back to the school during the school hours and it is to be ensured that they reach home safely.
- 5 Proper bills/voucher has to be maintained about the field trip.
- 6 Attendance copy of the students should be the part of the record.
- 7 Each proposal for such visit /visits should include the financial implications and the date of visit with place/places to be visited. The financial implications should include hiring of bus charges, viz-a-viz the funds available under this component.
- 8 The field trip should be planned according to the syllabus and the lesson plans planned by the teacher. So that the students can relate their learning's with the ground realities
- 9 The teacher must inform about the trip a week in advance to the students and discuss in detail the purpose and the place of visit so that the parents of the students be informed in advance and be taken into confidence by laying emphasis that such visits are essential part of course and are to the benefit of their children.
- 10 It shall be the personal responsibility of the teachers in regard to security of the children and head of the institution should personally supervise all the arrangements and to remain present in the institution till the students return and join their parents.
- 11 Ensure students wear the school uniforms, ID card, carry their note books and pen/pencil to make notes.
- 12 Check list (Retail, Automobile & Security) for industry visit and post visit activity in respect of the vocational subjects is enclosed. Framework of check

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list for IT/ITeS would be on the same pattern and visit be planned accordingly.  
Further details based on content would follow shortly.

- 13 The head of the institution must send complete report of such visits along with photographs by email to the NVEQF Cell and Wadhvani Foundation.

Please take follow up action accordingly and also ensure compliance of these instructions/guidelines.

  
Addl. Director (NVEQF&TE)

For Director General School Education  
Haryana Panchkula

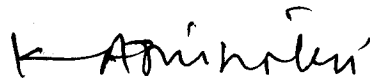
- CC: 1) PS/PSSE  
2) PS/DGSE  
3) Wadhvani Foundation

Endst. No. Even

Dated 17.12.2012

A copy for information & necessary action is forwarded to the following :-

- 1) The District Education Officers concerned (8 districts)
- 2) For internal circulation.

  
Addl. Director (NVEQF&TE)

For Director General School Education  
Haryana Panchkula

DA. - 6 Pages



# Directorate School Education



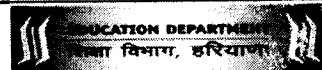
## Checklists for Industry Visit

### 1<sup>st</sup> Industry Visit Checklist NVEQF Pilot Project for Retail Sector.

Introduction to Retailing, Customer Service		
1	Types of Product	Note down the different types of products available in the outlet along with their classification (Consumer Products, Convenience Product, Shopping products, Tangible Product, Tangible Products, Intangible Products.)
2	Merchandise Product	Brief on Fast moving Consumer Goods and Consumer Durables.
3	MRP/ Final Price	Brief the team on Maximum Retail price concept in Retail
4	EMI Concept	Explain the Easy monthly installment concept in Retail and if any EMI offer available with the visit outlet. If yes please make a note.
5	Store Design & Display	Explain the format design of the store and the Visual Merchandise concept. Identify the type of store.
6	Current Promotion	Explain the current promotion running in the store along with their advantage to the customer.
7	Type of Store	Explain the type of store whether Franchise/ Direct store.
8	Customer Handling	Show them a live customer handling with proper explanation of identifying the needs of the customer along with the different level of sales and sales closing.
9	Effective Customer Service	On the bases of customer handling ask them to write notes to make it more effective.
10	Consumer Buying Decision Process	Explain them a consumer buying decision process / stages.



# Directorate School Education



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## 2nd Industry Visit Checklist NVEQF Pilot Project for Retail Sector.

Careers in Retailing & Handling of Products		
1	Different Jobs and profile in Retail	Organize a visit to the Retail outlet where students can interact with Store Managers, ASM, Sales executives, Retail Bagger, Junior Merchandisers, Customer Service Associate, Retail Sales Associate, Retail buyers and Merchandisers and would get a chance to understand their profile and further growth in carrier.
2	Managerial Jobs in Retail Operations and Customer Service	Brief them about the concept of Merchandising and job profile of Merchandising Manager, Retail Sales Merchandiser and arrange a session in Retail outlet with them for the participants.
3	Handling Of Products in Stores	Show them the instore activity where they use different methods used to handle the material.

**\*\*Note-** Post visit ask students to fill up the assignment mentioned in the book on page no. 92 to 95.

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# Directorate School Education



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## 3rd Industry Visit Checklist NVEQF Pilot Project for Retail Sector.

Basic Hygiene & Safe Practices and Communication at Workplace		
1	Housekeeping Department	Explain them the roll of Housekeeping department in Organized Retail and show them different section and their cleaning Schedule. Schedule a session with Housekeeping In charge in Retail outlet.
2	Safe Practices at Retail Store	Show them the different safety tools used in the store.
3	Preventing and Extinguishing Small Fires	Show them different Fire Extinguishers installed in the Store.
4	Importance of Communication at Workplace.	Show them interaction of employees with the customers and explain the importance of effective communication.

**\*\*Note – Post visit ask them to complete the activity on 137 to 139 & 152 to 155**



**Checklist for Industry Visit:**

**Industry Visit Checklist for NVEQF Pilot Project under Security Skill.**

**II**

<b>SR.No</b>	<b>Name of Industry</b>	<b>Purpose and Equipment to be shown</b>
1	Fire Station	<ol style="list-style-type: none"> <li>1. To brief them how the equipments are used and show them all the different types of fire extinguishers &amp; equipments used for controlling fire.</li> <li>2. To brief them about how evacuate drill's are carried out.</li> <li>3. Roles and responsibilities of different staff in fire station.</li> </ol>
2	Police Station	<ol style="list-style-type: none"> <li>1. To brief them about the importance of security.</li> <li>2. To brief them about the Road safety signs.</li> </ol>
3	Shopping Malls	<ol style="list-style-type: none"> <li>1. To brief them about different types of fire safety &amp; security equipments used in the premises.</li> <li>2. A brief description of the duties of Security staff.</li> </ol>
4	Industries	<ol style="list-style-type: none"> <li>1. To brief them about different types of fire safety &amp; security equipments used in the premises.</li> <li>2. A brief description of the duties of Security staff.</li> </ol>
5	Airforce/Army Station	<ol style="list-style-type: none"> <li>1. To brief them about the importance of security.</li> <li>2. Role of defence forces.</li> <li>3. Identifying opportunities in National Security forces.</li> <li>4. Keeping Physically fit.</li> </ol>
6	Hospitals	<ol style="list-style-type: none"> <li>1. Brief them about how first aid is given in different types of injuries (accident, snake bite etc).</li> <li>2. Brief them about Equipment and material for first aid.</li> </ol>

**Note: Vocational Teacher can plan any other relevant places subject to the approval of Vocational Coordinator (Industry).**

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**Checklists for Industry Visit** III

**1<sup>st</sup> Industry Visit Checklist NVEQF Pilot Project for Automobile Sector.**

Guide lines for Industry Visit in Manufacturing of Automobile Parts		
1	Types of Product	Note down the different types of products made in the Industry and for which type of vehicle they are making.
2	Visit of different Bays	Industry Representative will explain the students, how the work is done in engine mounting bay, gearbox bay, differential bay etc.
3	Visit of Assembling bay	After showing them how the engine, clutch, gearbox, propeller shaft and differential are assembled, all these major parts are mounted on chassis, and how the complete vehicle rolled out after QAS check.

**2nd Industry Visit Checklist NVEQF Pilot Project for Automobile Sector.**

Careers in Automobile & About working procedure in workshop of Authorized Dealer: Visit in Nearby Authorized Dealer of Automobile.		
1	Different Jobs and profile in Automobile Workshop	Organize a visit to the Auto Workshop of a authorized dealer where students can interact with Workshop Manager, Store Managers, Sales executives, Customer Service Associate, technicians in different bays and would get a chance to understand their profile/work and further growth in carrier.
2	Hand on Practical Job	Student can work with technician and can know procedure of servicing of vehicle.

Note: Post visit ask students to refresh the servicing and maintenance chapter.

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3rd Industry Visit Checklist NVEQF Pilot Project for Automobile Sector. -2-

Road Safety and Automobile & Environment		
1	Visit to Traffic Police HQ.	Traffic police representative can tell the student about Road Safety can show them the traffic signal on projector.
2	Safe Practices at automobile workshop	Show them the different safety tools used in the workshop. How the safety is important?
3	Preventing and Extinguishing Small Fires	Show them different Fire Extinguishers installed in the store and workshop.
4	Importance of Communication at Workplace.	Show them interaction of employees with the customers and explain the importance of effective communication . This is very important for every technicians.

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GOVERNMENT OF HARYANA / हरियाणा सरकार  
**Directorate School Education**  
**विद्यालय शिक्षा निदेशालय**

Directorate of School Education / विद्यालय शिक्षा निदेशालय

शिक्षा, संस्कृति एवं विकास  
Education, Culture and Development

School Education, Haryana  
विद्यालय शिक्षा, हरियाणा

तमसो मा ज्योतिर्गमय  
Lead me from Darkness to Light

Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana 134109 (India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253  
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e-mail: edusecondaryhry@gmail.com - site: www.schooleducationharyana.gov.in

**Important/Personal Attention/NVEQF-A Pilot Project**  
From

The Director General  
Secondary Education, Haryana  
Shiksha Sadan, Sector-5 Panchkula

To

The Principals  
GSSS/GSSSS (Concerned 40 Schools)  
Haryana

Memo No.: 3/2-2012 (NVEQF Cell)  
Dated : 03/01/2013

**Subject: Roles & Responsibilities of Head of Institutions and Vocational Coordinators for Implementing NVEQF Pilot Project.**

Please refer to the subject cited above.

Roles and responsibilities of Principals and Vocational Coordinators for the implementation of NVEQF Pilot Project were shared and discussed in the meeting chaired by worthy Principal Secretary to Govt. Haryana of School Education Department on 27<sup>th</sup> December 2012.

A copy of the roles and responsibilities as finalized in the meeting is enclosed for your guidance and compliance accordingly. In addition each Vocational Teacher and Vocational Coordinator (School) will have to prepare daily, weekly and monthly planner and record the tasks planned and executed. These may be reviewed / checked at your level and will be seen by inspecting NVEQF teams during their visits to the institutions.

*K. Armiten*  
Additional Director (NVEQF)  
for The Director General School Education  
Haryana, Panchkula

Endst. No. 3/2-2012 (NVEQF Cell)

Dated: 03.01.2013

Copy of the above is forwarded to the following for information and necessary action:

1. The District Education Officer (Concerned).
2. All Concerned Vocational Coordinator (School).

*K. Armiten*  
Additional Director (NVEQF)  
for The Director General School Education  
Haryana, Panchkula

CC:

1. PS/PSSE
2. PS/DGSE
3. Ms. Rekha Menon, Wadhvani Foundation

## **Role of Principals**

1. Principals have a very significant role to play in making NVEQF pilot successful.
2. The fact remains that leadership not only matters but it is second only to teaching schools related factors especially with its impact on students learning.

### **Expected roles:**

- Setting directions for integrating NVEQF in the main school activities and pursue the same. E.G Selection of Students, Accommodating Applied learning / VTs and VCs respectively.
- Creating awareness about NVEQF
- Formation of a functional Subcommittee of SMDC, Administrative responsibilities
- Budget utilization.
- Influencing students learning such as :
  - Timetable allocation
  - Students presence in the class rooms
  - Understanding the context of NVEQF
  - Empowering staff and taking decisions
- Their interaction with the Teachers to improve teaching and learning for the applied learning trades.

### **Role of Vocational Coordinators (School)**

- To ensure that the teaching learning material reaches the school in time and in timely delivered to the students.
- Correctly maintain all assessment and reporting documents.
- Maintain data base of the students.
- Coordinate industry visits of the students and that of industry experts to schools and maintain all documentation of these visits.
- Assist with quality assurance process of NVEQF project.
- Maintain a positive and professional relationship with the all teacher, other school teachers, concerned industry staff, parents of children and the community leaders.
- Take initiatives to explore the network of entrepreneurs in the district and maintain a networking relationship with them.
- Promote NVEQF project development and expansion.

- Liaison with Project related stakeholders to provide an engaging learning experience.
- Facilitate continuous improvement across all sections of the NVEQF.
- Maintain and timely submission of project progress reports of the quality indicators of the program on prescribed format as per the approved time lines
- Take regular inputs from the students, parents, community, leaders and the relevant industry experts for Improvement of the program.
- Be aware of the NVEQF policies and guidelines and share them with Applied learning teachers, students, parents and community leaders.
- Maintain regular communication with all key stake holders.

## **Deliverables**

- Ensure timely availability of books to all the students.
- Maintain records of the contents covered by the VTs in each trade.
- Maintain data base of students enrolled in all trades.
- List of Entrepreneurs and the industries in the district and the networks established – resource persons visited and the details of the industries visited and contacts established.
- Send weekly update, monthly report of the activities undertaken.
- Arrange field visit once in 2 months.
- Arrange guest lecture once in every month.
- Organize one meeting of SMDC per month and share the minutes of the meeting, Make note of the important decisions taken and issues resolved in the SMDC meetings.
- Conduct review meeting with Vocational teachers and principle to understand the progress and to resolve issues.
- Visit relevant industries and brief them about the project and seek their support in enhancing the development of the students and the project in whole.

**Minutes of the Meeting****Date :** 16<sup>th</sup> January 2013**Duration :** 11: 00 to 14:15 hrs**Name of the Participants :****HARYANA BOARD REPRESENTATION**

- Shri Naresh Salwan, Director (HOS and Academic), Haryana
- Smt. Santosh Narwal Haryana Education Board
- Shri M.R. Kharbas Haryana Education Board

**CBSE REPRESENTATION**

- Dr. Biswajit Saha, Program Officer (Vocational) – CBSE

**SSC REPRESENTATION**

- Ms. Avneet Bajaj, IT-ITES SSC
- Mr. Ashish K Chugh, IT-ITES SSC
- Mr. Sunil Chaturvedi, Automotive SSC
- Col. P.K Singh, Security SSC

**WADHWANI FOUNDATION**

- Mr. Ajay Mohan Goel, Director Skills College, Wadhwani Foundation
- Ms. Rekha Menon ,Wadhwani Foundation

**NSDC**

- Rajiv Mathur, Principal Standards and QA

The meeting for Haryana NVEQF Pilot project, commenced at 11:00 hours and ended at 14:15 Hours

Meeting started by recapitulating the progress that has happened so far towards finalizing the process of assessment and certification. The quorum revisited the formats prepared and circulated by NSDC and Wadhwani Foundation in consultation with Haryana Education Board.

Views shared via email by Mrs. Ankita Mishra Bundela of MHRD were also shared for incorporation in the assessment and certification process.

**Key points discussed :****1. Detailing of the assessment plan**

- i. It was agreed upon by everyone that there will be three components of evaluation:
  - a. CCE
  - b. Knowledge test
  - c. Practical test
- ii. The marks allocated for each evaluation will be as under:
  - a. CCE – 20 Marks
  - b. Knowledge Test – 30 Marks
  - c. Practical Test – 50 Marks

- iii. Under the CCE it was decided to have the following four components:
  - a. **Competency based testing (5 marks)** – this will have questions which will test out competency of the student. These will be essentially the pen and paper class evaluation. It was recommended by the Haryana Board that by end of February 2013, two such evaluations should happen.
  - b. **Project work (5 marks)** – this evaluation will be activity mode which entails learning by doing. Because of administrative reasons, Haryana Board is expressing inability to include this in the pilot of this academic year. However will have it as a practice from the next academic year (2013 – 14). These 5 marks will be picked up from student profiling components in this year only. The two profiling component are listed next.
  - c. **Class Room Attendance (5 marks)** – to ensure regular attendance
  - d. **Class Room Participation (5 marks)** – this will cultivate the right attitude amongst them and make them industry ready
- iv. CBSE will circulate to all present, a detailed format and process that they have worked out for CCE evaluation in vocational space
- v. For knowledge test following was worked out:
  - i. On the basis of suggestion given by Additional Secretary (SE), MHRD – it was agreed upon by all concerned that SSC will form a team of experts and advise the Haryana Board on the areas of importance in the curriculum and help drawing the framework.
  - ii. On the framework and areas of importance identified by the SSC, Haryana Board will prepare the question paper.
  - iii. In addition it was agreed upon by SSCs that they will also provide the question bank prepared by the SSC experts. The Haryana Board can set the question paper from this question bank.
  - iv. SSCs will periodically update this database of questions.
  - v. It was decided that the Knowledge test will have following 4 types of questions:
    - 1. Essay
    - 2. Short answer
    - 3. Very Short Answer
    - 4. Objective
  - vi. Haryana Board has circulated a design of question paper to the quorum on this basis and given to SSCs for ratification. It also has recommended marks distribution under various heads.
  - vii. IT-ITES SSC was in favor of having online assessment. The Haryana Board has agreed to this suggestion and says it will work out the plan from next academic year as this year there is paucity of time.
- vi. For practical test following was agreed upon
  - a. It will be done by a set of two evaluators – internal and external.
  - b. The external evaluator will be drawn from SSC who will test the skills



and also conduct viva voce.

- c. Since testing the practical skills takes time – the time allocation will vary from sector to sector.
  - d. Therefore on an average not more than 7 to 10 students will be accessed per day.
  - e. Concern was raised by SSCs that there is no clarity on how Rs 5.00 Lakhs is shared between the two sector skills councils in a school to equip the lab. The situation becomes more ambiguous when it comes to IT-ITES as the IT infra is already in place in all schools. NSDC will now seek clarification from MHRD on this account.
- vii. Criteria for passing the exam:
- a. A student will have to pass in all the three components viz. CCE, Knowledge test and Practical separately.
  - b. It was decided that marks obtained by a student in CCE will not be taken into final tally as theoretically it was possible that just on the basis of good scoring in CCE and with low scoring in knowledge test and practical, a student may pass the exam.
- viii. Assessors
- a. The assessors will be from the SSCs
  - b. For assessment of each student for each level Rs. 1000/- that will be paid to SSC by the State Haryana Board.
  - c. All present wanted a clarification from MHRD on the process of how this transfer of funds from MHRD to SSCs will happen. NSDC will seek clarification from MHRD on this account.
  - d. Also all present wanted a clarification from MHRD that once the pilots were over, how this funding on assessments will be done. NSDC will seek clarification from MHRD on this account.
  - e. SSCs will meet internally along with NSDC and provide Haryana Board a list of its assessors who could do the practical assessment before 31<sup>st</sup> January 2013.
  - f. Thereafter, Haryana Board will provide one day procedural training to these assessors as a common group and SSCs will provide the domain input to their respective assessors.

## 2. Discussion on Certification

- i. On the certificate Haryana Board has said that whatever SSCs decide on format and structure, it will be acceptable to them.
- ii. Since SSCs were suggesting different framework for the certificate design, it was decided that NSDC will coordinate a meeting of the 4 SSCs and internally help them reach a consensus before recommending it to the Haryana Board  
Different interim viewpoints on certificate design and framework that came up during the meeting have been kept for internal deliberations

**The meeting ended with the vote of thanks.**

GOVERNMENT OF HARYANA/हरियाणा सरकार

**Directorate School Education****Dated: 31<sup>st</sup> January, 2013****Venue: NVEQF Cell, Shiksha Sadan, Panchkula****MINUTES OF THE MEETING HELD ON 31<sup>ST</sup> JANUARY, 2013 WITH MR.RAJEEV MATHUR OF NSDC FOR EXTENDING THEIR SUPPORT TO NVEQF**

A Meeting to review the facilitation in the implementation of the NVEQF project through co-ordination/support from SSC/ NSDC was held on 31<sup>st</sup> January in the Department of Secondary Education Haryana, Panchkula. The following were present :-

1. Sh. K.K. Agnihotri- Additional Director in NVEQF & TE/ Hony. Chair Advisor.
2. Mr. Rajeev Mathur Principal NSDC
3. Ms. Rekha Menon Wadhvani Foundation.
4. Mr. Ajay Mohan Goel Assitant Project Officer
5. Sh. R.P. Verma VC Industry Automobile.
6. Sh. Maninder Gill VC Industry Security.
7. MS. Shikha Sehgal VC Industry Retail

Additional Director NVEQF in the welcome address, while welcoming the Mr. Rajeev Mathur, put on record that it is matter of great pride and honour that Haryana is the first state selected for launching the Pilot Project. Mr. Mathur's interacted with the team for understanding where SSC/NSDC facilitation /support required and it certainly inspired the team. He assured support and commitment and that he would often visit state HQ for closer co-operation that would certainly push the project forward. Thereafter issues requiring deliberations and action here taken up and decisions as as marked each one taken:-

In the Meeting the following issues were discussed and decisions were taken:

SI.NO.	Issues	Decisions Taken	Action to taken by
1.	Validation of all the 4 courses introduced in NVEQF Pilot Project is required which is awaited. Since the project was launched by MHRD in September 2012, The department has no option except to introduce course content of level 1 and now of level 2.	NSDC will coordinate for Validation of the content which is being used by the State. Since the state requires level 2 course content immediately and it has not been possible for SSC to validate it till now, the State can use the content as received from PSSICVE/CBSE and simultaneously send it to SSC for validation. Any modification/additions suggested at a later stage may be taken care through addenda etc & slips may be added as the number of prints are not very large.	SSC/NSDC/ Deppt.
2.	As SSC is not in a position to support assessment in IT/ITeSkill for the current academic session, The department would require a letter from NSDC for an alternate.	NSDC would provide broad framework/guidelines for assessment in this skill which may be kept in view by the Board/Department for proceeding further in the matter.	SSC/NSDC

3.	As per the concept / implementation plan , NSDC was required to do District wise Skill Gap analysis of the State for introducing various applied learning skills.	Rajiv Mathur will follow up within NSDC and will communicate the state in this regard	NSDC
4.	SSC was supposed to send the Practical Guidelines till 31 <sup>st</sup> January.	NSDC will ensure that the proper guidelines for practical examination sent to all concerned on priority basis.	SSC/NSDC
5.	No IT/ITES Industry coordinator has been made available for NVEQF project till date.	NSDC would ask SSC to send the recommendation of IT/ITeS Industry Coordinator at the earliest.	SSC/NSDC
6.	The department need support from SSC for Indutry Visits & OJT for the Students for which request has already been made.	NSDC would ensure facilitation in this regard. Such request may also be endorsed to NSDC for following it up with SSC.	SSC/NSDC/ Deppt.
7.	Question Paper Design earlier prepared stand share with SSC and feedback is awaited.	NSDC would ensure that feed back on question paper design is provided by SSC on priority bases.	SSC/NSDC/ Deppt.

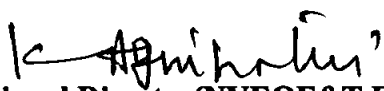
## Directorate School Education Haryana Panchkula

Endst. No. 6/2/-2013 NVEQF Cell

Dated 13.02.2012

A copy for information and action where necessary is forwarded to the following :-

1. The Secretary, Haryana Board of School Education, Bhiwani.
2. The Principal, NSDC
3. Ms. Rekha Menon Wadhvani Foundation
- 4-7 NVEQF Cell for internal circulation.

  
**Additional Director(NVEQF&T.E.)**  
**For Director Secondary Education**  
**Haryana Panchkula**

CC: 1) PS/PSSE  
2) PS/PSSE

**IMPLEMENTATION OF PILOT PROJECT UNDER NVEQF-  
MINUTES OF THE MEETING HELD ON 27th FEBRUARY, 2013.**

A Meeting to review the facilitation in the implementation of the pilot project under NVEQF project in close co-ordination/support from Mr. Basab Benerjee, NSDC,SSCs, Board of School Education Haryana & WF was held on 27<sup>th</sup> February in the Department of Secondary Education Haryana, Panchkula.

Additional Director NVEQF&TE/Honorary Advisor Secondary Education Haryana welcomed Mr. Basab Benerji and his team, representatives of SSC& WF. He placed on record deep sense of appreciation for all the representatives of these organisations for having spared their valuable time and coming together for interaction& valuable inputs to the department to give further inputs to the implementation of the Pilot Project. It was followed by a brief introduction and interaction with Sh.Vikas Yadav I.A.S. Director Secondary Education Haryana.

Thereafter various issues were taken up for deliberations and recommendations made/decisions taken have been indicated against each:-

Sr. No.	Issues	Decisions Taken	Responsibility
1.	Standardisation of equipments with specifications and finalisation of the vendors along with the price.	<p>Department has already sent detailed guidelines for setting up lab procurement of equipment in Retail, Security&amp; Automobiles. List of equipments as suggested by SSC was forwarded to the Heads of Institutions.</p> <p>It was decided that SSC would further review the list in the light of Level 1 &amp; 2 course content and if more equipment is required to be added , the same would be intimated to department for follow up action.</p> <p>It was also decided that the SSC would work out a standardised exhaustive list of equipments with suggestive competitive prices and the manufacturers/dealers so as to facilitate procurement.</p> <p>This is necessary in view of the fact that the project is innovative/new to the education department and the source regarding availability of these items are either not known to the department nor such items are on the rate contract list.</p>	NSDC/SSC/ NVEQF Cell
2.	Theory & Practical Assessment for IT/Retail/Security & Automobile Skills	Theory examination would be conducted by the Board with the involvement of Vocational teachers in checking of answer sheets as being pilot project, these teachers are available only in 40 schools covered under the project.	NSDC/ SSC/ NVEQF Cell/Board
3.	Practical Assessment of level-1 & level-2	Practical assessment would done where under SSC would depute assessors and our Vocational Teachers would help them as internal examiners, For this Board would intimate tentative schedule, no. of candidates skill wise, also the names of schools to NSDC for chalking out detailed programme for the conduct of student assessment. Once this is done, the Board	NSDC/ SSC/ NVEQF Cell/Board

		<p>before the conduct of assessment would provide orientation/necessary guidelines to the NSDC for the conduct of assessment.</p> <p>As NSDC for the present does not have arrangement for assessment of IT/ITes, it would suggest the department as how to go about it so that necessary arrangements for the assessment of IT/ITes students is made by the Board. In regard to parameters for assessment, Industry Coordinator would send their inputs to NSDC.</p>	
4	Funds for the Assessments	<p>NSDC has clarified to MHRD, GOI that it would charge Rs.1000 per student as assessment fee. It would be inclusive of all expenses i.e. TA/DA etc. The representative of the Haryana School Education Board explained that the Board would charge examination fee @Rs.150/- per student. The amount does not stand sanctioned under the Pilot Project. It was felt that the project being innovative and the concept needs to be promoted being in the best interest of the society and such is to be made attractive for the students and is the need of the hour. Therefore passing this burden to the students would be the counterproductive. After detailed deliberations and keeping in view the fact that examination as also the assessments are to be completed by May end and payment cannot be delayed, the following options were recommended:-</p> <p>At present GOI have provided funds under Production Centers component. Setting up/ operationalization of such centers at the out set have not been found feasible. These can be set up under the programme when it reaches a particular stage/level.</p> <p>Therefore GOI may be requested to either provide separate funding for assessment fee/exam fee or in the alternate funds from the Production Center component be adjusted against assessment &amp; examination fee and later on recouped on the release of funds from GOI. GOI may be informed accordingly.</p>	NSDC/ SSC/ NVEQF Cell/Board
5.	Certification Process for level 1 & level 2 for all skills.	In addition to what has been provided under the scheme of studies of the Haryana Education Board, a separate certificate for each applied skill would be jointly issued by SSCs and the Board.	NSDC/Board/ SSC
6.	OJT for 11 <sup>th</sup> class in all Skills.	Industry Coordinators are already starting tieups for OJT for 11 <sup>th</sup> Class during summer vacations. Therefore SSC may empower them with a covering letter which will help for fast resolution/tieups.	NSDC/ SSC/NVEQF Cell
7.	School Visit dates to NSDC.	Department would send suitable dates to NSDC for School Visits after March, 2013	NSDC/ SSC/NVEQF Cell
8.	Orientation Program for Industry Coordinators for all Skills.	All SSC will plan orientation program for Industry Coordinators to understand the SSC work profile and support that can be provided for placement & OJT of the students.	NSDC/ SSC/NVEQF Cell

**Any other issue :-**

Industry Co-ordinators posted in NVEQF Cell can interact with the representatives of SSCs on any issue arising out of implementation, orientation, OJT

//

even on day to day basis for valuable inputs before putting up proposals to the Department.

CEO and VP of RASCI said that he would get visiting cards issued to Industry Co-ordinator(Retail) NVEQF Cell which would help in establishing better support and Co-ordination with Retail organisations for placements.


The meeting ended with thanks to all the representatives .

**Office of Director Secondary Education Haryana Panchkula**

Endst. No. 6/2/2012/NVEQF Cell/

Dated 4.3.2013

A copy for information and action where necessary is forwarded to all concerned:-

  
Addl. Director (NVEQF/TE)  
For Director Secondary Education

CC: 1) PS/POEE  
2) PS/DEE

## Implementation of NVEQF pilot project in Haryana


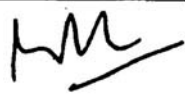

Consultative meeting with the representatives of W.F., SSC, NSDC BOSE and Department of Secondary Education Haryana







Date 27.2.2013



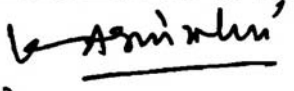
Time: 11.30 A.M.

Venue: Shiksha Sadan Haryana, Panchkula

Present

Sr. No.	Name	Designation	Contact No.	Signature
1.	Baasab Banerjee	Head Stdo + QA NSDC	7838577785 baasab.banerjee@ nsdcindia.	
2.	Sunil K Chaturvedi	CEO, Automotive Skill Development Council	9810236256 SKC.ASDC@GMAIL.COM	
3.	Rajiv Mathur	Principal, Sr. SQA NSDC.	9999155669 rajiv.mathur@nsdcindia. org	

4.	Ajay Mohan Grol	Director - Wadhawani Panel	9910995999	
5.	JAMES A. RAHAR	Vice President - RASC1	9967014805	
6.	Rakhe Menon	Program Manager WF	9899979822	
7.	SANJAY CHABRA	Director Healthcare Sector Skill Council	9953010534	
8.	P K Singh	SKS OC	8527017788	
9.	N. K. Sapat	Board of School Educational Planning		

10.	Maninder Singh Gill	V. C Industry (Security)	98787 66677 gill.maninder@ rediffmail.com	
11.	R. P. Verma	V. C Industry (Auto mobile)	8427 388851 r.p.verma.931@ gmail.com	
12.	Jaisa Singh	V. C Industry Retail Skill	896629885	
13.	K. K. ASHITHA R	Additional D/O (VET/ITE) Kerala Council for Sec. Edu. Hr.	91981 555548 keralakrishnan. Ashitha@gmail.com	
14.				





GOVERNMENT OF HARYANA / हरियाणा सरकार  
**Directorate School Education**  
**विद्यालय शिक्षा निदेशालय**

शिक्षा, संस्कृति एवं विकास  
 Education, Culture and Development

School Education, Haryana  
 विद्यालय शिक्षा, हरियाणा

तमसो मा ज्योतिर्गमय  
 Lead me from Darkness to Light

Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana 134109 (India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253

कार्यालय: प्लॉट नं० 1बी, शिक्षा सदन, सेक्टर 5 पंचकुला-134109 (भारत) दूरभाष : 91 (0172) 2560246 फैक्स: 91 (0172) 2560253

e-mail: edusecondaryhry@gmail.com - site: www.schooleducationharyana.gov.in

**Important/Personal Attention/NVEQF-A Pilot Project**

From

The Director  
 Secondary Education, Haryana  
 Shiksha Sadan, Sector-5 Panchkula

To

The Principal  
 NVEQF Pilot Project,  
 40 Schools Haryana.

Memo No.: 2/14-2013(NVEQF Cell)

Dated : 01/04/2013

**Subject : Performance Appraisal 2012\_2013 for Vocational Teachers, Vocational Co-ordinators working under NVEQF \_ A Pilot Project.**

As you all are aware that the Vocational Teachers for Applied Learning Skills were appointed in the month of August 2012 for the implementation of the project under reference and their duties, targets were clearly defined. Based on their performance, work and conduct and the given task accomplished by them, they would be considered for further continuance. This is subject to availability of posts, administrative necessity and the continuance of project as the case may be and that too for a period as may be specified/decided.

Therefore for follow up action, the Department has prepared a Performance Appraisal form which is required to be filled up by the employees. The Performance Appraisal form & Performance sheet is attached herewith.

All the Heads of the Institutions are requested to submit the Performance Appraisal reports duly complete in all respects along with the Performance sheet by 15<sup>th</sup> April ,2013 positively.

*K. Anil Kumar*

Additional Director (NVEQF-TE)  
 for Director General School Education  
 Haryana, Panchkula

*Shikha*

**Important**

Endst. No.even

Dated: 01.04.2013

Copy of the above is forwarded to the following for information and necessary action:

1. The District Education Officer (Concerned).
2. All Concerned Vocational Coordinators (School).

*K. Anil Kumar*

Additional Director (NVEQF-TE)  
 for Director School Education  
 Haryana, Panchkula

*Shikha*

CC:

1. PS/PSSE
2. PS/DSE
3. MS.Rekha Menon (WF)

## Performance Appraisal\_ 2012-13 for NVEQF A Pilot Project

### EMPLOYEE INFORMATION

<b>EMPLOYEE NAME</b>	<input style="width: 90%; height: 20px;" type="text"/>
<b>SCHOOL NAME</b>	<input style="width: 90%; height: 20px;" type="text"/>
<b>DISTRICT</b>	<input style="width: 90%; height: 20px;" type="text"/>
<b>EDUCATION QUALIFICATION</b>	<input style="width: 90%; height: 20px;" type="text"/>
<b>DATE OF JOINING</b>	<input style="width: 90%; height: 20px;" type="text"/>

### KEY OBJECTIVES (A)- TO BE FILLED UP BY VOCATIONAL TEACHER SCHOOL

	KEY PERFORMANCE AREA	KEY INDICATOR	WEIGHTAGE	SELF APPRAISAL ALONG WITH REMARKS ( RATE 1 TO 5 FROM LOWEST TO HIGHEST)
1	<b>ATTENDANCE OF STUDENTS</b>	<b>MONTH ON MONTH AVERAGE % OF STUDENTS OF CLASS 9<sup>TH</sup> &amp; 11<sup>TH</sup></b>	<b>5%</b>	
2	<b>SYALLABUS COVERAGE</b>	<b>TOTAL PERIODS TAKEN FOR 9<sup>TH</sup> &amp; 11<sup>TH</sup> CLASS ALONG WITH TOTAL HOURS</b>	<b>5%</b>	
3	<b>CLASS ACTIVITIES REPORT</b>	<b>NO.OF ACTIVITIES DONE PER UNIT ( PRESENTATIONS,DISCUSSIONS &amp; ROLE PLAYS)</b>	<b>5%</b>	
4	<b>ASSESMENT/EVALUATION REPORT</b>	<b>TOTAL ASSESMENT/EVALUATIONS DONE FOR 9<sup>TH</sup> &amp; 11<sup>TH</sup> CLASS</b>		
		<b>ATTANDANCE OF CLASS 9<sup>TH</sup> &amp; 11<sup>TH</sup> FOR ASSESMENTS/EVALUATION SCORE</b>		
		<b>AVERAGE WRITTEN TEST SCORE</b>		
		<b>AVERAGE ORAL TEST SCORE</b>	<b>10%</b>	

5	<b>INDUSTRY VISITS REPORT</b>	<b>TOTAL INDUSTRY VISITS DONE FOR BOTH 9<sup>TH</sup> &amp; 11<sup>TH</sup> CLASS</b>		
		<b>NO.OF STUDENTS COVERED IN INDUSTRY VISITS FOR BOTH 9<sup>TH</sup> &amp; 11<sup>TH</sup> CLASS</b>	<b>15%</b>	
6	<b>GUEST LECTURE REPORT</b>	<b>TOTAL GUEST LECTURE DONE FOR BOTH 9<sup>TH</sup> &amp; 11<sup>TH</sup> CLASS</b>		
		<b>NO.OF STUDENTS COVERED</b>	<b>15%</b>	
7	<b>ON THE JOB TRAINING REPORT</b>	<b>TOTAL NO.OF OJT DONE FOR CLASS 9<sup>TH</sup> &amp; 11<sup>TH</sup></b>		
		<b>NO.OF STUDENTS COVERED</b>	<b>25%</b>	
8	<b>FINAL EXAM REPORT</b>	<b>NO.OF STUDENTS APPEARING IN THE EXAM</b>		
		<b>PASS% ( TO BE FILLED UP BY THE NVEQF CELL)</b>	<b>20%</b>	

- PLEASE ATTACH ALL YOUR SUPPORTIVE DOCUMENTS TO JUSTIFY THE RATING.

( SIGNATURE OF VOCATIONAL TEACHER)

**KEY OBJECTIVES (B)- TO BE FILLED UP BY VOCATIONAL COORDINATOR SCHOOL**

Remarks / Certification and contribution of Vocational coordinator in getting the above tasks accomplished.

	KEY PERFORMANCE AREA	STATEMENTS ARE TRUE/FALSE. IF FALSE GIVE REASONS	CONTRIBUTION OF VOCATIONAL COORDINATOR IN GETTING THESE TASKS ACCOMPLISHED
1	ATTENDANCE OF STUDENTS		
2	SYALLABUS COVERAGE		
3	CLASS ACTIVITIES REPORT		
4	ASSESSMENT/EVALUATION REPORT		
5	INDUSTRY VISITS REPORT		
6	GUEST LECTURE REPORT		
7	ON THE JOB TRAINING REPORT		
8	FINAL EXAM REPORT		

(SIGNATURE OF VOCATIONAL COORDINATOR)

REMARKS BY HEAD OF INSTITUTION WORK & CONDUCT OF :-

VOCATIONAL TEACHER

VOCATIONAL CO-ORDINATORS

1. PROFESSIONAL INTEGRITY
2. HONESTY
3. OVERALL GRADING

OUTSTANDING /VERY GOOD/ GOOD/AVERAGE

(SIGNATURE, HEAD OF INSTITUTION)

**KEY OBJECTIVES (C)- TO BE FILLED UP BY DIRECTORATE OF SCHOOL EDUCATION BOARD NVEQF CELL**

Final Remarks -

Additional Director (NVEQF)  
for The Director General School Education  
Haryana, Panchkula



GOVERNMENT OF HARYANA / हरियाणा सरकार

# Directorate School Education

## विद्यालय शिक्षा निदेशालय

शिक्षा, संस्कृति एवं विकास  
Education, Culture and DevelopmentSchool Education, Haryana  
विद्यालय शिक्षा, हरियाणातमसो मा ज्योतिर्गमय  
Lead me from Darkness to Light

Off.: Plot No. 1B, Shiksha Sadan, Sector 5, Panchkula, Haryana 134109 (India) - Tel: 91(0172)-2560246 Fax: 91(0172)-2560253

कार्यालय: प्लॉट नं 1बी, शिक्षा सदन, सेक्टर 5 पंचकुला-134109 (भारत) दूरभाष : 91 (0172) 2560246 फैक्स: 91 (0172) 2560253

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Ref.No. NVEQF/2013

Dated 15.5.2013

Workshop  
20.5.2013  
SCERT GGN

To  
All the District Education Officers  
in the State

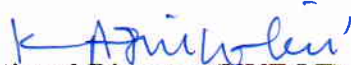
**Sub: Introduction of Vocational courses(Applied Skills) in alignment with NVEQF in identified schools during 2013-14.**

**Please refer to the subject cited above.**

A workshop to be chaired by Worthy Principal Secretary to Govt. Haryana Department of School Education has been fixed for 20.5.2013 at 10.00 A.M. in the Conference Hall of SCERT Haryana Gurgaon.

The DEOs where the pilot project under NVEQF was launched last year would provide status report and the preparations for the its continuance during the current academic session. Thereafter preparatory steps and the steps to be taken for the introduction of Vocational courses in alignment of NVEQF under centrally sponsored school in the identified schools in all the Distts. would discussed with all the DEOs.

You are therefore requested to come prepared especially in regard to the schools earlier recommended by you with all the relevant details and personally attend the workshop by reaching SCERT at 9.30 A.M. on 20.5.2013. A copy of the schedule for the workshop is enclosed.

  
Additional Director (NVEQF)  
For Director School Education Haryana,  
Panchkula

CC: 1) PS/PSSE  
2) PS/DSE  
3) Ms. Rekha Menon, W.F.

**WORKSHOP WITH DISTRICT EDUCATION OFFICERS (DEO'S) FOR  
IMPLEMENTATION OF PROJECT UNDER National Vocational Education  
Qualification Framework (NVEQF)**

Proposed date: 20<sup>th</sup> may  
Venue: SCERT, Gurgaon  
Time: 10:00 – 15: 15

**Objective of the workshop –**

- Orientation for the district education officers to the NVEQF aligned vocational education courses to be introduced in select schools in their districts.
- For the project under NVEQF, selection of schools and their mobilization will play a very important role. These schools need to be representative, relevant and qualified to make the pilot a success. Some of the important criteria will be strength of the class, willingness / motivation of the principal, proximity of industry to the school and infrastructure in the school.
- The ultimate aim of the workshop is to get DEO's recommendation for the selection of the schools of their districts, to maximise the impact of the program.
- Provide DEO's a clear understanding of the program and a platform to clarify queries.

**Learning Objectives**

At the end of the workshop, the participants will be able to know / understand:

- 1) Introduction and background of the NVEQF
- 2) Role of the Department of Secondary Education and Wadhvani Foundation
- 3) The pilot in 40 schools in Haryana
- 4) The school mobilization tool
- 5) Role of the DEO's

**Material that will be needed**

1. Copy of the NVEQF Framework/ Operational Guidelines
2. School mobilization tool
3. Data of all the 12 districts

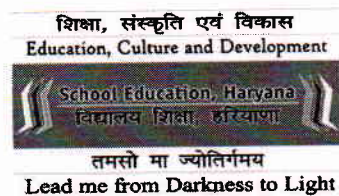
### Tentative Agenda for the workshop

<b>Sr. No</b>	<b>Topic</b>	<b>Resource person</b>	<b>Time</b>
1.	Welcome, Objective and State prospective on NVEQF	Shri. K. K. Agnihotri A.D(NVEQF&TE)	10:00 to 10:15
2	Key Note Address	Smt. Surina Rajan Secretary (School Education), Govt of Haryana	10:15 to 10:30
3	Feed back and discussion on the pilot project (Ambala, Yamuna Nagar, Rohtak, Gurgaon, Mewat, Faridabad, Jhajjar & Palwal)	8 Pilot Project DEO's	10:30 to 11:00
4.	Brief about NVEQF, Reap study and school selection criteria	Ms. Rekha Menon, WF	11:15 to 11:30
5.	Role of different stakeholders – State, WF, DEO's.	Ms Rekha Menon, WF	11:30 to 11: 45
6.	Placement prospects, drive under NVEQF.	Ms. Renu Suri, WF	
7.	Presentation on School Recommendation	13 DEO's of uncovered Districts	11:45 to 13:30
	<b>LUNCH BREAK</b>		13:30 to 14:00
8.	Discussion on data and finalisation of schools	Ms. Mallika Anand, Ms. Renu Suri, & Ms. Rekha Menon, WF	14: 00 to 15:00
9.	Wrap up and Vote of Thanks		15:00 to 15:15





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To

The Principals Concerned  
 (40 Schools)

Memo no. 6/1-2012(NVEQF cell)

Dated 12.4.2013

**Sub: Conduct of examination, Practicals for Level I and Level II under NVEQF pilot project.**

As you are aware pilot project in NVEQF was launched last year. Applied skills in IT/ITes and either Retail or Security or Automobile was introduced in class IX, XI in your school. Besides, IT/ITes was introduced in class XII in some of the schools in NCR. Level I course curriculum in the relevant trades was completed in Jan. 2013 and thereafter transaction of curriculum in Level II started from Jan. end / Ist week of Feb. 2013. The proposal to extend the project during 2013-14 is being submitted to MHRD GOI. The matter stands discussed with the Ministry.

In the given background it is clarified that :-

- (i) The students who had taken up Level I in Class IX in 2012-13 on joining class X will continue studies in the relevant trade and complete Level 2 in 2013-14.
- (ii) The students who had taken up Level I and Level II in XIth class on joining class XII will continue studies in the relevant trade and complete Level III and IV in 2013-14.
- (iii) Level I examination (Theory and Practicals) in the relevant trades for class IX, XI and XII (session 2012-13) will be held in May, 2013 as scheduled and intimated by Board of school Education Haryana.
- (iv) Level II examination (Theory and Practicals) in the relevant trades for class XI & XII (session 2012-13) will however be hold towards the end of June, 2013. The exact dates are being finalised and will be intimated to you by the Board separately.

These decisions may please be noted carefully and brought to the notice of all concerned.

*K. Agnihotri*  
 Additional Director(NVEQF&T.E.)  
 For Director School Education  
 Haryana Panchkula


**Endst. No. Even****Dated 12.4.2013**

A copy for information and necessary action is forwarded to the Secretary Haryana Board of School Education Bhiwani.

These issues came up for discussion in the review meeting convened by the MHRD, GOI, New Delhi on 10.4.2013. The meeting was also attended by Dr. Naresh Salwan, Director (Academic) of the Board.


Necessary schedule may please be intimated to the schools accordingly.

In regard to Assessors it was decided that the NSDC/SSC would sponsor Assessors and the Board will follow up only with SSC/NSDC. The State Govt. will pay assessment fee @ Rs. 600/- (per assessment) for Level I and Level II Practicals to the SSC concerned and for that the exact number of candidates appearing in Level I and Level II may please be intimated to the Department.

  
Additional Director(NVEQF&T.E.)  
For Director School Education  
Haryana Panchkula

**Endst. No. Even****Dated 12.4.2013**

A copy for information and necessary action is forwarded to the District Education Officer concerned.

  
Additional Director(NVEQF&T.E.)  
For Director School Education  
Haryana Panchkula

CC: (1) PS/PSSE  
(2) PS/DSE

CC: (1) Mr. Rajiv Mathur, NSDC  
(2) Mrs. Rekha Menon, W.F.